



MC 4005: Public Relations Campaigns Fall 2015

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or by appointment.

Please feel free to call my office at any time. If I do not answer please email me a detailed message (including what class you are in) and I will get back to you ASAP. 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).

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: #manship4005**. I am available via email and phone during the above hours to talk about course content, concerns about your work, or anything else that is on your mind. 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.

*** Each student is responsible for staying informed about all policies regarding the course. Saying "I didn't know" is not an excuse. ***

Course Overview

Course Description

This is an applications course that provides opportunities for students to integrate what they have learned in their journalism, public relations, advertising, marketing, speech, research and other courses and to apply that to the development and implementation of a comprehensive campaign and production of a written plan book.

What demonstrates expertise in our field?

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

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. **Demonstrate** ability to apply concepts from previous mass communication and other related courses.
2. **Demonstrate** civic engagement and social responsibility with regard to public relations.
3. **Demonstrate** skills in producing comprehensive campaign plans book that reflect mastery of the public relations process (PIE, ROPES, RACE, SWOT, etc.).
4. **Demonstrate** mastery of oral and visual presentation skills.
5. **Establish** and **maintain** positive client relationships and work as a part of a public relations team.
6. **Create** professional communications using technologies such as InDesign, Photoshop, Dreamweaver, etc.
7. **Develop** and **refine** a hard copy and digital portfolio that reflect competence in public relations writing and design.

Professional Values and Competencies

- Recognizing the diversity of audiences.
- Writing clearly and accurately.
- Applying theories in presenting images and information.
- Engaging in research and critical evaluation.
- Understanding data and evaluation and applying basic numerical and statistical concepts.
- Thinking critically, creatively and independently.
- Evaluating critically your own work and that of others.
- Applying tools and technologies appropriate for the profession.

Service-Learning

From CCELL Service-learning Handbook,

“Service-learning is an educational experience integrating community service with an academic class to enhance learning and address critical community needs. Service-learning emphasizes hands-on experiences that address real-world concerns. The service experience provides a context for testing, observing, or trying out discipline-based theories, concepts, or skills. Students gain knowledge that’s directly connected to the learning goals of the service-learning course being taken. Likewise, the academic context enriches the service experience by raising questions about real-world concerns and providing a forum for probing these concerns in-depth. Most service-learning work is done with non-profit organizations, community groups, and governmental agencies whose goal is to serve the public good.”

This is a certified service-learning course. By working with a “real client,” you will gain practical experience that complements the academic component of the course. Service-learning courses are “credit-bearing educational experience(s) in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (from Bringle & Hatcher, 1995).

The class will be divided into agencies, with each group functioning as a public relations agency that designs and implements a comprehensive public relations campaign for a local nonprofit client. You will meet the nonprofit clients in class at the beginning of the semester, provide resumes and cover letters indicating which nonprofit client you wish to work for (agency teams will be chosen by the professor) and then be assigned to work for one nonprofit client. Each team will have an account executive who will be given contact information (phone, email, etc.) of the nonprofit client. It will be the responsibility of the account executive to serve as

liaison between the agency and the nonprofit client.

Each member of the agency will devote at least 30 service-learning hours during the semester to the project. Each agency and the appropriate representative of the nonprofit client will agree on the goals and objectives, as well as the assistance and resources the organization will provide to help you complete the project. By working with a “real client,” you will gain practical/professional experience in designing and producing print and visual materials for campaigns, and emphasizing planning and evaluation techniques. Each week your agency will write a blog post that reflects on the service experience and ties your work with the nonprofit client to the course goals.

Service-Learning Goals and Objectives

- To foster an understanding of social issues in our community.
- To foster an understanding of civic responsibility.
- To demonstrate an understanding of social issues through reflective essays, class discussion, and presentation.
- To demonstrate an understanding of civic responsibility through reflective essays, class discussion, and presentation.

Service-Learning Travel

The LSU and CCELL risk management policy requires that every student participating in a service-learning class has a field trip insurance secured for every off-campus visit they make to a community partner site (to read LSU’s full policy see [PM-4](#)). LSU Student Government has generously agreed to fund all student trip travel insurance for service-learning students.

Students are to complete the request individually for all other travel. The application can be accessed through our website (www.lsu.edu/ccell) “Trip Insurance” > Complete form > Submit. The form can be completed on-line or via any mobile smart phone. Up to 15 travel dates can be entered at once, if the student will be traveling to the same location(s). If students are not signed up prior to a trip they will not be able to be covered in the event of an accident.

For more information on LSU’s CCELL Service-learning programs: www.lsu.edu/ccell

Communication Intensive

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 [writing intensive] and [technological communication-intensive].
- Teaching of discipline-specific communication techniques.
- Use of draft-feedback-revision process for learning.
- Practice of ethical and professional work standards.
- At least 40% of the course grade rooted in communication-based work.
- 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.

Prerequisites

MC 2010 (Media Writing), MC 2015 (Visual Communication), MC 3010 (Introduction to Public Relations), MC 3018 (Foundations of Media Research) or MC 3020 (Public Relations Research), MC 4001 (Public Relations Writing), MC 4004 (Case Studies in Public Relations).

Required Textbook

Smith, Ronald D. (2013). *Strategic Planning for Public Relations* (4th Ed.). New York, New York: Routledge.

Suggested Texts

AP Stylebook Mobile application from: <https://www.apstylebook.com/?do=product&pid=mobile>

American Psychological Association (APA) (6th edition). Online APA resource:
<http://owl.english.purdue.edu/owl/section/2/10/>

Assignments & Grading

Graded Components

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

Individual Grades:

1. Participation - (200 total)
 - Attendance, Class Discussions, Exercises – (45 points)
 - Job Application – Resume, Cover Letter, Research Certificate and Security of Data Agreement – (30 points)
 - Human Subjects Training
 - Security of Data Agreement
 - Peer Evaluations (5) – 10 points each (50 points)
 - Client Evaluation (10 points)
 - Weekly Performance Summaries (13) – 5 points each (65)
2. Quizzes (11) – 10 points each (110 total)
 - Lowest two quiz grades will be replaced with full points
3. Ketchum Mindfire Challenges (4) – 25 points each (100 points)
4. Online and Hard Copy Portfolio – 50 points each (100 points)
5. Capstone Exam (100 points – this will be your percentage correct from the exam, not the point total)
6. Professionalism – (120 total)
 - Individual Evals Provided by Client - (40)
 - Individual Evals Provided by Instructor - (40)
 - Individual Evals Provided by Peers (40)

Group Grades:

1. Client Letter of Agreement (20 points)
2. Agency Style Guide and Presentation (30 points)
3. Research Instruments (50 points)
4. Budgets and Tables (50 points)
5. Campaign Research Report Draft (50 points)
6. Communication Audit and Creative Brief (50 points)
7. Event Plan Memo (50 points)

8. Campaign Agency Blog Reflections (12) – 10 points each (120 points)
9. Campaign Presentation and Campaign Book (250 points)

Grades

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. Please note that under no circumstances will grades be rounded up. An “A” in this class means you have demonstrated significant achievement.

Grading Scale

There are 1,400 total points possible in the course, and the grading scale is as follows:

Grade	Points	Scale
A+	1351-1400	96.5 and above
A	1309-1350	93.50-96.49
A-	1260-1308	90.00-93.49
B+	1211-1259	86.50-89.99
B	1169-1210	83.50-86.49
B-	1120-1168	80.00-83.49
C+	1071-1119	76.50-79.99
C	1029-1070	73.50-76.49
C-	980-1028	70.00-73.49
D+	931-979	66.50-69.99
D	889-930	63.50-66.49
D-	840-888	60.00-63.49
F	839 and below	59.99 and below

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.

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.

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.

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.

Students should pay particular attention to the concepts addressed in the Manship Writing Essentials guide (Moodle) and the AP Style tip sheets (Moodle).

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).

Course Component Descriptions

Course Requirements and Format

This course is a mix of lecture, in-class discussion and reflections, problem solving and group work, and agency conferences with me. In lieu of a midterm exam, you will complete the Manship Capstone Exam. The campaign project is in lieu of a final exam. Because this class has a significant “hands-on” aspect that will require you to meet and perform as an agency beyond the regular class period, I will adjust the time you meet in class.

The course is divided into two major phases, as follows:

PART I: First half of the semester

This segment will include in-depth discussions of all elements of public relations campaigns, including research, objectives, and planning.

During the first three weeks, you will become acquainted with the nonprofit organization that will be your client. You will also come up with an agency name, logo, and style guide. Scheduled meetings with the professor and discussions during class will also allow you to reflect on issues, problems and contingencies during the campaign and to critically analyze your work and experience. You should also begin to implement some aspects of your campaign during this phase.

PART II: Second half of the semester

On-going implementation of your campaign will occur during this phase. You will also plan and implement a special event for the nonprofit client and continue the reflections. At the end of the semester, you will produce an agency campaign plan book for the nonprofit client and do an oral presentation to the nonprofit client.

Course Content Descriptions

Mindfire Challenges

This semester you will be working on projects for actual Ketchum clients as part of Mindfire. Mindfire is a crowdsourcing community where you compete with other university students. Ketchum will evaluate your *fully conceived* ideas and the client will determine the winning entry. Mindfire challenges are posted weekly. You are expected to complete a total of four (4) Mindfire challenges. You are encouraged to do more as this will help you build your experience and earn points/cool prizes from Ketchum. Following each Mindfire Challenge you participate in you should provide the instructor with a copy of your response to the challenge.

Capstone Exam

All graduating seniors in the Manship School are required to take the Capstone Exam. The exam covers foundational principles of mass communication as well as grammar and AP style. This exam will be administered through computer testing services on the LSU campus. The exam will count for points in this course, and is a requirement for graduation. Please continually review the AP Style Guide, the Manship Core Values, and the Manship Writing Essentials Guide to assure that you are more than adequately prepared for the Exam. I will let you know in class when the exam is available. *Should you fail to complete your exam during the allotted time period (and I have to reopen the exam for you so you can graduate) your final exam score will be lowered by one (1) letter grade.*

Participation

- **Attendance, Class Discussions, Exercises:** For the first half of the course we will meet in the classroom and discuss the elements of the campaign as well as gain advice from PR Practitioners. You will also complete individual and group in-class exercises that will not be graded, but will earn you participation points. Finally, you will also be using the Twitter **hashtag #manship4005** to post discussion topics. Your participation grade will be greatly influenced by introducing topics for discussion using this method (hint, hint).
- **Job Application:** Each student will have to apply for a position on the campaign agency. Students will prepare and submit a cover letter and resume.
- **Peer evaluations:** The evaluations will enable you to assess the contributions fellow agency members

make to the public relations campaign. Such an exercise mirrors the experience you receive in a real PR agency. You will provide a summary of what your agency has accomplished, evaluate each agency 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 agency. 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.

- **Client Evaluations:** At the end of the semester you will each evaluate the client's role in the service-learning project. These will help the instructor and CCELL evaluate whether to work with this client again in the future. They will be shared with the client (so be professional).

Professionalism

Professionalism points are awarded at the professor's discretion based on client evaluations, peer evaluations as well as instructor observances (See final page of syllabus for professionalism definition).

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.

If I think you are not keeping up with the readings or coming to class prepared to discuss the assignments then additional exercises, assignments or "pop quizzes" WILL BE ASSIGNED. These will count toward your professionalism points for that day.

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

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.

Some extra credit opportunities will take place in the classroom, some online, while others may require your attending a research session or a guest speaker lecture.

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:

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.

PR Campaign Work

Your agency will plan and implement a comprehensive public relations campaign plan that you will present to the class and your nonprofit client during the last week of the course. As you begin your campaign, you will conduct a considerable amount of primary and secondary research; therefore, by the seventh class meeting, you must have met with the organization’s public relations director or contact person to begin your research and to ascertain the organizational and campaign goals you will work to achieve during the semester.

You will work in a group of approximately six students and devote approximately 30 hours during the semester to the campaign. Each agency will have one member serving as the coordinator (account executive). This campaign will involve much coordination, so divide responsibilities among teammates. For example, one person may assume responsibility for client relations; one for executing creative work, one for research and other library work, one each for traffic coordination, turning in preliminary reports, and booklet preparation. Make sure all teammates know what the others are doing. Keep in mind that although one person may be the primary account executive, the nonprofit client usually expects to have some contact with each member of the agency.

Also, keep in mind that you all need something from the campaign for your final portfolio – so make sure you are helping with each piece created for the client.

This project addresses the **top 10 competencies** employers look for (across disciplines – Korn Ferry/Lominger Model):

- Action orientation
- Dealing with ambiguity
- Creativity
- Decision quality
- Problem solving

- Motivating others
- Planning
- Priority setting
- Strategic agility/thinking ahead
- Time management

This project is 20 percent of your final grade, so you should regard this as something more important than your outside job and your student activities. This project will require a full commitment from everyone in the agency. A half-hearted commitment will result in a low grade for you and your teammates. Set up weekly meetings to coordinate activities. I have found that companies do very well when all staff members are involved in some way in all aspects of the campaign.

For the final campaign your group is required to complete one (1) special event (not a publicity stunt), create one (1) internal communication document (e.g., crisis communication plan, social media policy, social media plan, media training guide, etc.) and produce a minimum of four (4) traditional media tactics. You must utilize/produce a minimum of ten (10) tactics for the campaign. The research report, communication audit, event plan, blog reflections and your group's agency style guide DO NOT COUNT as tactics.

You will need to work with your agency via email, texting, or phone calls. It may benefit your agency to create a **Google Docs** site and **Dropbox** where you can all access the course assignments you will be working on together in real time (rather than sending different versions to one another via email).

Each agency will prepare two Campaign Books (one for me, one for nonprofit client), which is a permanent record of the how the agency assisted the client in meeting its public relations goals and objectives. In addition to presentation of a final campaign book, each agency will do a 15-minute oral presentation of the campaign during one of the last class meetings. Please invite the client to that presentation and dress in business attire for the presentation.

Campaign Plan Books will not be returned at the end of the semester and may be used as examples in future classes.

PR Campaign Job Descriptions

1. Account Executive

Serves as the primary contact with the client. Handles logistics and sets up meetings, contacts agency members, keeps meeting notes and provide instructor with weekly performance summaries. Will oversee following parts of campaign: letter of agreement, key publics, goals, objectives.

2. Research Director

Oversees all research designed to analyze the situation, organization and publics. Directs all research-gathering methods, such as in-depth interviews, focus groups, on-site observations, surveys, etc. to create a situation and SWOTS (strengths, weaknesses, opportunities, threats) analysis. Also responsible for working with executive on development of goals and objectives and formalizing evaluation plan. Must be a people watcher; curious about human nature and ask the questions "why?" and "how?" Must be a watcher of trends; understand the basics of strong research methods, e.g. how to construct valid, non-biased survey or interview guide; must be able to grasp the connection between client/message/audience. Will oversee following parts of campaign: research, evaluation.

3. Strategy Director

Primary responsibility for development of the campaign strategy. Works with the agency to develop

action and response plan; responsible for developing communication strategies that go beyond traditional advertising, (e.g., creating contests and giveaways, street teams, online postings, buzz marketing, grassroots tactics, developing promotional materials, etc.). Must be in tune with your creative side but understand research data. Must have good writing skills; possess organizational/logistical skills; be able to understand the big picture while managing individual pieces; must know how to infiltrate target markets and get the message to the audience; must be a people person. Must know how to get the job done. Will oversee following parts of campaign: strategic message plan, strategies and implementation (budgets and schedules).

4. *Writing Director*

Primary responsibility for all written communication including creative materials, promotional materials, blog and final plan book. Must work closely with all members of the agency, especially the design director. Handles coordination of stories for different media outlets. Is primary contact on all releases sent to media. Must have excellent writing skills and strong knowledge of AP style. Will oversee following parts of campaign: editing all documents for AP style and APA citation format, blog, tactics and writing of intro and conclusion for campaign book.

5. *Design Director*

Responsible for look and feel of all campaign materials including research tools, research report, creative materials, promotional materials, evaluative materials and final plans book. Must work closely with all members of the agency, especially the strategy and writing directors. Must have strong computer software skills in Photoshop and InDesign; must have working Web knowledge; must be able to think out of the box and brainstorm materials as well as physically create them. Will oversee following parts of campaign: creative brief, budgets (visual), schedules (visual) and tactics.

6. *Event Director*

Responsible for planning, organizing and implementing all events within the campaign. Must work closely with all members of the agency, especially the account executive. Must have excellent communication, time management and organization skills. Must be a people person who can take responsibility to ensure that all agency members are contributing to events and are in the correct place at the correct time. Must have strong knowledge of Baton Rouge community and resources within the community. Will oversee following parts of campaign: event planning memo, event strategy, event implementation.

Note: Just because an individual is assigned a job title does not mean they are the only agency member responsible for helping complete that part of the campaign (or the plan book). **Each part of the campaign should be a group effort.**

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 find his/her own service-learning client and FULLY complete the assignment 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.

Course Policies

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 end 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. If you have an unanticipated absence from class, you must present documentation of the reason for the absence on the day you return. I will determine the validity of the absence. 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. The best way to ensure being allowed to do make ups is to have a valid reason for missing class, documentation for that absence, and quick contact with me.

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) 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.

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.

Student 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.

LSU Commitment to Community

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of the community, I will

- accept responsibility for my actions;
- hold myself and others to the highest standards of academic, personal, and social integrity;
- practice justice, equality, and compassion in human relations;
- respect the dignity of all persons and accept individual differences;
- respect the environment and the rights and property of others and the University;
- contribute positively to the life of the campus and surrounding community; and
- use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

Adopted as a Statement of University Position on behalf of the Louisiana State University and Agricultural and Mechanical College Community on the fifth of May in the year 1995.

LSU Statement on Diversity

Diversity is fundamental to Louisiana State University's (LSU) mission. LSU 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. It further recognizes that the National Flagship Agenda: LSU 2010 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, socioeconomic 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; 15

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 – 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.

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)

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 so 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.

Professor’s Academic Freedom Policy

Some of the material dealt with in this class may be perceived of as controversial or 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 an alternative assignment.

This syllabus is subject to change.

Any changes will be announced in class and via Moodle.

If changes occur a new syllabus will be posted on Moodle for students to access.

A Statement to Our Students on the Subject of Professionalism

Note: While the ten points below are not all-inclusive, the information on this handout is potentially more important than all the specific factual knowledge you will learn at LSU. The reason is that, even if you learn everything taught in your textbooks and courses and graduate with a perfect GPA, you will still be a failure in your chosen profession unless you learn to function as a responsible professional.

- 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)