



COMM 2300

Division: Humanities

Department: Communication

Course: COMM 2300

Title: Introduction to Public Relations

Catalog Description:

Students will have the opportunity to gain an understanding of theories, methods, functions, techniques and objectives of public relations. The course also includes practical and service-learning projects related to student's interest.

General Education Requirements: Oral Communications

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: COMM 1020 or 2110

Corequisites: COMM 1020 or 2100

Justification:

Increasingly, communication professionals are required to have knowledge of public relations practices. Many higher education institutions offer Public Relations programs and often require an introductory course for specific majors. SUU offers Comm 1950, USU offers Jcom 1300, UVSC offers COMM 2520, BYU offers Comm 235. This course can be transferred.

Student Learning Outcomes:

Students will know the general theories, principles, ethics and practices of public relations professionals and organizations. Students will be able to apply and demonstrate the general theories, principles, ethics and practices of public relations professionals and organizations through practical and service-learning opportunities. Students will believe that the ethics of any communication professional is essential in and outside of the workplace.

Content:

The following topics will be covered in class: X Public Relations (PR): role, origins, current trends X Research for PR X Theories, Ethics and Laws affecting PR X Problem-solving in PR work X Communication Channels and the Media X PR strategy X tactics and techniques X PR campaigns X PR case studies X Careers in

PRStudents will have the opportunity to complete two hands-on projects during the semester. The first project will be an individual project designing a promotion. The second project will be a group project developing an event.

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Students will write at least four papers that will demonstrate their comprehension and utilization of concepts, theories and practices of public relations. Each paper will be returned with suggestions for improving the student s written, organizational and contextual skills.

3) Speak effectively in a variety of contexts.

Students have three formal, graded opportunities to orally present their ideas in the classroom. Each student will receive written suggestions for improving the student s speaking, organizational, informative and/or persuasive, and contextual skills. Informal opportunities are also available within the hands-on projects, such as presenting ideas to community members and interpersonal communication with the service-learning population.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

With each of the three presentations, students are required to research and document resources for their particular topic. Students are required to utilize a variety of sources to complete their research.

8) Apply ethical reasoning to a variety of contexts.

Communication ethics is a major component in this course. Students are challenged to look at historical and hypothetical scenarios through an ethical standpoint. Students evaluate behaviors, policies and outcomes according to professional standards.

Key Performance Indicators:

3-4 exams: 30% of the final grade
5 short papers: 13% of the final grade
2 projects: 40% of the final grade
(includes research, outline, bibliography and oral report)
Final Presentation: 17% of the final grade

Representative Text and/or Supplies:

Seitel, Fraser P., The Practice of Public Relations, New Jersey, Prentice Hall, Current Edition.

Optimum Class Size: 20

Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Gary Chidester, ,

I hereby find this course consistent with the goals and resources of the Communication Department:

Elaine Compton, MS, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)