

## JMC 085 | Public Relations Principles

**Meets Mondays, 5 p.m. to 7:30 p.m.**

**Instructor:** Eric Kwame Adae, Ph.D. | **Office:** Meredith 110

**Office Hours:** Mon. & Wed. 1 p.m. – 3 p.m.; by appointment.

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**Prerequisites:** Sophomore standing.

**Overview:** This course explores the role of public relations in today's organizations. Students will develop an appreciation for and understanding of the critical thinking, research, planning, and communication skills necessary for the effective practice of public relations. Students will acquire a solid foundation in the basic theories and concepts of communication, persuasion, motivation, and learning which are integral parts in the success of public relations and in engaging people.

### Learning Outcomes:

- Understand the history of public relations, how the industry is evolving due to technology, globalization and related ethical implications today.
- Understand the four-step PR planning process and the role of persuasion in communication.
- Apply these principles to specific industries.
- Analyze the implications of public relations campaigns in an increasingly connected multicultural/global society.
- Analyze industry-specific public relations campaigns and assess their roles in influencing and engaging people.
- Evaluate your readiness for working in public relations, and create and manage your personal brand.
- Create and present an industry-specific public relations assessment.

### Course Materials:



- Think: Public Relations: Wilcox, Cameron, Reber & Shin (2013 Edition).
- *Current Events/News Articles, as assigned.*

## Course Policies

**Attendance:** To be successful in this class, and in your career, showing up is important. You're expected to attend each class session. If you know you will miss class, you must plan and turn in assignments ahead of time. Excessive absences cause a reduction in your grade in this class. At the SJMC, this is defined as more than three unexcused absences in a class that meets three times a week; more than two for a class that meets twice a week, and more than one for a class that meets on a weekly basis.

**Participation:** Attending every class on time, meeting deadlines, doing the reading and engaging in active discussion in class are minimal requirements of every student. You are all expected to make thoughtful and insightful comments and contributions in class. The assessment of your participation in this class does not only depend on the frequency, but also on your group work peer reviews. In this class, active engagement by everyone is crucial to make it work. I want you to contribute in class, show interest in our speakers and be professional. Let's have a discussion regarding what makes sense and what doesn't. Don't be afraid to question what we're reviewing. If you don't feel comfortable talking in class, email me about your concerns. That counts!

**Accommodations:** If you have a disability and require academic accommodations, contact Student Disability Services, 107 Old Main, 515-271-1835, or please let me know.

**Cheating:** The School of Journalism and Mass Communication does not tolerate plagiarism or any other form of academic dishonesty. The School has adopted an Honor Code with which you should familiarize yourself:

<http://www.drake.edu/catalog/ugrad/sjmc/regulations.php>

**Deadlines:** Assignments are due on time. Late work will receive no credit.

**Inclusion:** I strive for an inclusive classroom that values everyone, regardless of race, ethnicity, gender identity and orientation, faith practice, economic class, political views or anything else we use to divide ourselves. I'd appreciate your help in creating an environment:

- In which everyone feels safe, supported, included, and encouraged to be themselves;
- Where each person is recognized as a diverse individual connected to a community;
- Where we can discuss divisive issues with the goal of true understanding of the views of others.

**Professionalism:** This is a world where deadlines, standards, results, and conduct matter. To prepare students for this transition, students are expected to adhere to the highest levels of professionalism while enrolled in this course.

This includes:

- Demonstrating courtesy toward and respect for your instructors, peers, and classroom guests.
- Ensuring that you are aware of, understand, and follow all classroom policies, both those stated in this syllabus and those presented verbally in class.
- Acknowledging that instructors have a responsibility to be fair and to maintain the integrity of the learning process; this means that instructors are unable to make exceptions to policies (attendance, grading, etc.) for individual students.

**Instructions for Students who Test Positive:** If you test positive for Covid-19 or have been exposed and need to isolate yourself, please send an email to [dos@drake.edu](mailto:dos@drake.edu) from your Drake email account and include your full name and student ID along with information about your situation. College and schools' deans' offices will then contact your professors, who will work with you to provide fully virtual learning opportunities during your quarantine and/or recovery.

**Instructions for Students about Self-Monitoring and Experiencing Symptoms.** Please carefully monitor your own health and wellbeing throughout the semester, including frequently taking your own temperature. If you experience [Covid-19 symptoms](#) or a fever, even if you do not test positive, *please do not attend an in-person class meeting*. Make sure you alert the Dean of Students' office at [dos@drake.edu](mailto:dos@drake.edu).

**Your Responsibilities:**

- Come to class on time and stay the duration of the class to actively participate in discussions and in-class workshops.
- Know how to navigate the course Blackboard site.
- Print a copy of the syllabus/course calendar and bring it to every class.
- Acquire a 3-ring binder to hold lecture slides, course readings and other materials.
- Complete assigned readings in a timely manner, keeping up with the course schedule (especially by reading given chapters and other readings/handouts before class).
- Bring to class the text and/or readings assigned for each given class because often we will refer to them as part of class discussion and/or small group activities.
- Ask questions about course content.
- Check your email and the course Blackboard site regularly. Print PowerPoint lecture in notes/handout mode for note taking prior to class meetings (3 frames per page with lines to the right for taking notes).
- Make an office appointment to discuss questions regarding your grades and any other issue(s).
- Use Microsoft Word (not "**Pages**" or any other platform, double spaced, 1" margins, Times New Roman, 12 pt. type for all assignments). In the past, I have had challenges accessing assignments submitted in the **Pages** format. Please be kind to me and submit assignments as **PDF** or **Word** formats only.

- Notify me in writing **within two weeks** of the beginning of the semester (or **three days** before any holidays which fall within the first two weeks of class) if you will be absent to observe a faith-based holiday and arrange to make up any work missed.
- If you are a student athlete, within the first two weeks of the semester, be sure to present me with the official letter from your coach notifying me of which days you will be unable to attend class.

### **My Responsibilities:**

- Fairly evaluate students' work.
- Hold regular office hours for the purpose of meeting students' needs one on one.
- Check email weekdays in order to respond to students' needs as soon as possible.
- Ensure students' privacy by discussing grades only in my office – not via email, telephone, in the classroom, or in the hallway.
- Provide students with timely, honest feedback.

### **SJMC Core Values** (*Values in bold are of particular focus in this course.*):

SJMC graduates should be able to . . .

- Apply the principles and laws of freedom of speech and press, in a global context and in the United States.
- **Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.**
- **Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.**
- **Present images and information effectively and creatively, using appropriate tools and technologies.**
- **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**
- **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**
- **Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.**
- Effectively and correctly apply basic numerical and statistical concepts.
- **Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**

- **Apply tools and technologies appropriate for the communications professions in which they work.**
- **Take ownership of their own academic experience.**
- **Be engaged with the community: the university, the local community and professional groups.**
- **Cope and thrive in the workplace.**

**Course Requirements:** You may earn up to 1,000 points, distributed as follows:

1. Attendance, Engagement and Participation	=	50 points
2. Quizzes – 5 @ 10 points each	=	50 points
3. Roll the Dice Journal	=	100 points
4. Engaged Citizen Reflection	=	150 points
5. Historical PR Event Paper	=	150 points
6. PR Campaign Analysis and Discussion	=	300 points
7. “Dream Job” Press Release	=	50 points
8. Final Exam (online test)	=	150 points
<b>TOTAL POSSIBLE POINTS</b>		<b>1000 POINTS</b>

**Final Grades:** Final grades for the course will follow this scale:

A	=	93-100% (930 or higher)
A-	=	90-92.9% (900-929)
B+	=	87 – 89.9% (870-899)
B	=	83-86.9% (830-869)
B-	=	80-82.9% (800-829)
C+	=	77-79.9% (770-799)
C	=	73-76.9% (730-769)
C-	=	70-72.9% (700-729)
D+	=	67-69.9% (670-699)
D	=	63-66.9% (630-669)
D-	=	60-62.9% (600-629)
F	=	Below 60% (599 or below)

## **MAJOR COURSE ASSIGNMENTS**

### **Roll the Dice**

Please refer to the assignment prompt.

### **Quizzes**

There will be five quizzes. Please see the prompts for each quiz.

## **Historical PR Event**

Choose an event in history. Analyze how public relations and social media might have made this event different. Draft sample tweets, and develop spec multimedia content (i.e., Snaps, Stories, etc.) that may have changed the perception of the event – all while considering the 24/7 news cycle and that there is no such thing as “local” news any longer.

## **Engaged Citizen Discussions**

Each student will write a reflection paper on the engaged citizen topic from the view of PR.

For example, with an engaged citizen topic focusing on environmental issues, you can write about corporations’ use of sustainability practices, corporate advocacy/activism, brand responsibility, CEO activism, insider activism, shareholder advocacy/activism, governmental policy creation or nonprofit or advocacy response, etc.

You should include thought/planning on what opponents think of the subject and how those views should be handled in PR planning.

You will also be responsible for leading discussions centered on your response papers in class.

## **PR Campaign Analysis**

You will work in small teams to analyze five (5) companies or organizations within an industry of your choice. You should follow these companies/organizations throughout the course, analyze the communication content gathered, and prepare and present your final report to the class.

You could potentially contact the PR professionals that designed the campaign to gain additional insights into the “real” development of a PR initiative.

**Course Schedule (subject to change)**

<b>Module</b>	<b>Topic</b>	<b>Readings</b>	<b>Tasks Due (*By 11:59pm)</b>
<b>1</b>	Introduction  Syllabus and Course Overview  <b>Roll the Dice Assigned***</b>	Syllabus & Schedule	
<b>2</b>	PR Defined, Careers, History & Growth	Chaps. 1-4	
<b>3</b>	Law, Ethics and Professionalism	Chaps. 8 & 9	<b>*Quiz #1 Due</b>
<b>4</b>	Public Opinion and Persuasion	Chap. 7	<b>*Quiz #2 Due</b>
<b>5</b>	PR Research	Chap. 5	<b>*Quiz #3 Due</b>
<b>6</b>	PR Planning and Communication Key Messaging	Chap. 6 & 13	<b>*Roll the Dice Journal Due</b>
<b>7</b>	Corporate PR	Chap. 15	<b>*Quiz #4 Due</b>
-	Spring Break. No Class		
<b>8</b>	Events and Promotions		<b>*Historical PR Event Paper Due</b>
<b>9</b>	Reaching Diverse Audiences  PR and the Media	Chaps. 10 – 12	<b>*Quiz #5 Due</b>
<b>10</b>	PR and Technological Trends	Chaps. 10 – 12	
<b>11</b>	Multicultural and Global PR	Chap. 14	<b>*Engaged Citizen Reflection Paper Due</b>

<b>Module</b>	<b>Topic</b>	<b>Readings</b>	<b>Tasks Due (*By 11:59pm)</b>
<b>11</b>	Multicultural and Global PR	Chap. 14	<b>*Engaged Citizen Reflection Paper Due</b>
<b>12</b>	PR in Politics, Government and Corporations Group Campaign Analysis Workshop	Chap. 17	

<b>13</b>	Apr. 24	Entertainment, Sports, Travel and Fashion PR  Nonprofit and Educational PR  Exam Prep  Group Campaign Analysis Workshop	Chap. 16  Chap. 18	
<b>14</b>	May 1	<b>Group Campaign Analysis: Formal Presentations</b>		<b>*Group PR Strategy Analysis:</b> - Team Slides - Individual Analysis Papers (including personal reflections) - Completed Peer Evaluation Forms
<b>15</b>	May 8	Final Exam (online on Blackboard)		<b>*Dream Job Press Release Due</b>



**OTHER COURSE NOTES**

You will only complete a final exam in this course. Instead of other exams, you will complete quizzes and periodic assignments to ensure you keep up with the readings.

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