Eastern Illinois University
COURSE PROPOSAL FORMAT

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CMN 5700

2. Title (may not exceed 30 characters, including spaces): Public Relations

3. Long title, if any: Public Relations

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:3-0-3

5. Term(s) to be offered: ☐ Fall ☒ Spring ☐ Summer ☐ On demand

6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer ☐ Year 2013

7. Course description (not to exceed four lines): This course is an introduction to the major paradigms and conceptualization of public relations. It confronts the major theoretical issues that now characterize the field, with an emphasis on actual theories of public relations. It examines how theoretical approaches to public relations influence analysis, understanding and application of public relations strategy and message creation in contemporary society.

8. Registration restrictions:

   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Graduate Standing

   c. Who can waive the prerequisite(s)?

   ☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Program Coordinator ☐ Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):

   e. Repeat status: ☒ Course may not be repeated.

   ☐ Course may be repeated to a maximum of _____ hours or _____ times.

   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Graduate
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: lecture (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING
(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

A. Students will be able to describe and assess public relations theory.
B. Students will be able to critically assess public relations practices.
C. Students will be able to address ethical concerns regarding public relations.
D. Students will be able to analyze and assess how organizations speak and the ways in which they attempt to influence their key stakeholders.
E. Students will be able to apply public relations theory in an independent research project.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
     Depth of content knowledge will be addressed through learning objectives A, B, D and E.
   - Effective critical thinking and problem solving
     This goal will be addressed through learning objectives B, C, D and E.
   - Effective oral and written communication
     All five learning objectives address effective oral and written communication.
   - Advanced scholarship through research or creative activity
     Learning objective E asks students to create advanced scholarship through research.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objectives	Final Exam	Research Paper	Discussion leader	Case presentation	Peer Critiques
A. Describe and assess public relations theory	X	X	X		
B. Critically assess public relations practices	X	X	X	X	X
C. Address ethical concerns	X	X	X	X	X
D. Analyze organizational speech and stakeholder influence	X	X	X	X	X
E. Application of public relations theory	X	X	X		

3. Explain how the instructor will determine students' grades for the course:

Exam: 25%
Research paper: 40%
Discussion leader: 15%
Case presentations: 10%
Peer critiques: 10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
   N/A
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.
   N/A
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)
   N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course outline:
Week 1: Introduction to the course; overview of public relations theory
Week 2: Public relations history
Week 3: The paradigm struggle in public relations – the functional paradigm
Week 4: The paradigm struggle in public relations – the co-creational paradigm
Week 5: The paradigm struggle in public relations – critical and rhetorical approaches to public relations
Week 6: Organizational legitimacy and public relations
Week 7: Image, Meaning and Public Communication
Week 8: Corporate social responsibility and ethics in public relations
Week 9: Risk communication
Week 10: Crisis communication

Week 11: Strategic issue management
Week 12: Internal public relations
Week 13: Social media and new technology in public relations
Week 14: International public relations
Week 15: Diplomacy and nation building
Finals week: Final Exam

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.
CMN 5700 Public Relations will play an important role in the revised degree program that we are proposing. Public relations is an important part of our Strategic Communication concentration area, but we currently only offer CMN 5720 Seminar in Public Relations at the graduate level. CMN 5720 is seminar that features rotating special topics. It can not fulfill the role that CMN 5700 Public Relations will fulfill as an introductory theory class for this subject.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.
   N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
The level is appropriate because CMN 5700 should only be taken by graduate students.

3. If the course is similar to an existing course or courses, justify its development and offering.
This class provides an introduction to the main theories and approaches used in public relations research. We do not currently offer such a class at the graduate level.
   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
   CMN 5830: Applied Criticism will be deleted.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.
   This course will be a required class for graduate students in Communication Studies who select the Strategic Communication concentration area. It is an approved elective for students in the Human Communication Processes and Critical/Cultural Studies concentration areas.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

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A proposal outlining the changes to the degree program will be submitted separately.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: **Dr. Matt Gill, Dr. Brian Sowa and other qualified faculty.**

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)
   N/A

3. Text and supplementary materials to be used (Include publication dates):

   Botan, C. H. & Hazelton, V. (2006). Public relations theory II. Mahwah, NJ: Lawrence Erlbaum Associates.

   A package with additional reading will also be assigned. See below for sample readings.

Sample Reading list (Readings from the textbook are bolded)

Week 1: Introduction to the course; overview of public relations theory

Week 2: Public relations history
Botan, C. H. & Taylor, M. (2004). Public relations: State of the field. *Journal of Communication, 54,* 645-661.
Dozier, D. M. & Broom, G. M. (2006). The centrality of practitioner roles to public relations theory. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 137-170). Mahwah, NJ: Lawrence Erlbaum.**
Pearson, R. (2009). Perspectives on public relations history. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp. 92-109).
Ihlen, O. & van Ruler, B. (2007). How public relations works: Theoretical roots and public relations perspectives. *Public Relations Review, 33,* 243-248.

Week 3: The paradigm struggle in public relations – the functional paradigm
Botan, C. H. & Hazelton, V. (2006). Public relations in a new age. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 1-20). Mahwah, NJ: Lawrence Erlbaum.**
Grunig, J. E., Grunig, L. A. & Dozier, D. M. (2006). The excellence theory. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 20-62). Mahwah, NJ: Lawrence Erlbaum.**
Pfau, M. & Wan, H. (2006). Persuasion: An intrinsic function of public relations. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 64-101). Mahwah, NJ: Lawrence Erlbaum.**
Botan, C. H. (2006). Grand strategy, strategy and tactics in public relations. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 223-248). Mahwah, NJ: Lawrence Erlbaum.**

Week 4: The paradigm struggle in public relations – the co-creational paradigm

Walker, G. (2006). Sense-making methodology: A theory of method for public relations. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* (pp. 393-414). Mahwah, NJ: Lawrence Erlbaum.

Ledingham, J. A. (2006). Relationship management: A general theory of public relations. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* (pp. 465-484). Mahwah, NJ: Lawrence Erlbaum.

Ni, L. (2009). Strategic role of relationship building: Perceived links between employee-organizational relationships and globalization strategies. *Journal of Public Relations Research, 21,* 100-120.

Week 5: The paradigm struggle in public relations – critical and rhetorical approaches to public relations

Heath, R. L. (2009). The rhetorical tradition: The wrangle in the marketplace. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.17-47).

Toth, E.L. (2009). The case for pluralistic studies of public relations: Rhetorical, critical and excellence perspectives. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.48-60).

Mckie, D. & Munshi, D. (2009). Theoretical black holes: A partial A to Z of missing critical thought in public relations. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.61-75).

Edwards, L. (2006). Rethinking power in public relations. *Public Relations Review, 32,* 229-231.

Week 6: Organizational legitimacy and public relations

Dowling, J., & Pfeffer, J. (1975). Organizational legitimacy: Social values and organizational behavior. *Pacific Sociological Review, 18*, 122-136.

Boyd, J. (2000). Actional legitimation: No crisis necessary. *Journal of Public Relations Research, 12*(4), 341-353.

Metzler, M. S. (2001). The centrality of organizational legitimacy to public relations practice. In R. L. Heath & G. Vasquez (Eds.), *Handbook of public relations* (pp. 321-333). Thousand Oaks, CA: Sage.

Boyd, J. (2009). 756*: The legitimacy of a baseball number. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.154-169).

Hearit, K. M. (1995). "Mistakes were made": Organizations, apologia, and crises of social legitimacy. *Communication Studies, 46,* 1-17.

Week 7: Image, Meaning and Public Communication

Hearit, K. M. (2001). Corporate apologia: When an organization speaks in defense of itself. In R. L. Heath & G. Vasquez (Eds.), *Handbook of public relations* (pp. 501-512). Thousand Oaks, CA: Sage.

Baker, G. F. (2001). Race and reputation: Restoring image beyond the crisis. In R. L. Heath & G. Vasquez (Eds.), *Handbook of public relations* (pp. 513-520). Thousand Oaks, CA: Sage.

Williams, S. & Moffitt, M. (1997). Corporate image as an impression formation process: Prioritizing personal, organizational and environmental audience factors, *Public Relations Research, 9,* 237-258.

Benoit, W. L. (1997). Image restoration discourse and crisis communication *Public Relations Review, 23,* 177-186.

Benoit, W. L. (2000). Another visit to the theory of image restoration strategies. *Communication Quarterly, 48,* 40-44.

Week 8: Corporate social responsibility and ethics in public relations

Pratt, C. B. (2006). Reformulating the emerging theory of corporate social responsibility as good goverance. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* (pp. 249-278). Mahwah, NJ: Lawrence Erlbaum.

Ihlen, O. (2009). Good environmental citizens?: The green rhetoric of corporate social responsibility. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.360-374).

Godfrey, P. C. & Hatch, N. W. (2007). Researching corporate social responsibility: An agenda for the 21st century. *Journal of Business Ethics, 70,* 87-98.

Kim, S. & Reber, B. H. (2008). Public relations' place in corporate social responsibility: Practitioners define their role. *Public Relations Review, 34,* 337-342.

Week 9: Risk communication

Heath, R. L. & Palenchar, M. (2000). Community relations and rick communication: A longitudinal study of the impact of emergency response messages. *Journal of Public Relations Research, 12,* 131-161.

Aldoory, L., Kim, J., & Tindall, N. (2010). The influence of perceived shared risk in crisis communication: Elaborating the situational theory of publics. *Public Relations Review, 36,* 134-140.

Palenchar, M. J. & Heath, R. L. (2007). Strategic risk communication: Adding value to society. *Public Relations Review, 33,* 120-129.

Yunna, R. (2008). Risk communication management: A case study on Brookhaven National Laboratory. *Journal of Communication Management, 12,* 224-242.

Week 10: Crisis communication

Coombs, W. T. (2009). Crisis, crisis communication, reputation, and rhetoric. In R. L. Heath, E. L. Toth, & D. M. Waymer (Eds.), Rhetorical and critical approaches to public relations II, (pp.237-252).

Coombs, W. T. (2006). Crisis management: A communicative approach. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* (pp. 171-198). Mahwah, NJ: Lawrence Erlbaum.

Waymer, D., & Heath, R. L. (2007). Emergent agents: The forgotten publics in crisis communication and issues management research. *Journal of Applied Communication Research, 35,* 88-108.

Ulmer, R. R. (2001). Effective crisis management through established stakeholder relationships. *Management Communication Quarterly, 14,* 590-614.

Week 11: Strategic issue management

Heath, R. L., & Palenchar, M. J. (2009). *Strategic issues management: Organizations and public policy challenges.* Thousand Oaks, CA: Sage. (pp. 1-44).

Heath, R. L. (2006). A rhetorical theory approach to issues management. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* (pp. 63-99). Mahwah, NJ: Lawrence Erlbaum.

Crable, R. E., & Vibbert, S. L. (1985). Managing issue and influencing public policy. *Public Relations Review, 11,* 3-16.

Jones, B. L., & Chase, W. H. (1979). Managing public issues. *Public Relations Review, 5,* 3-23.

Week 12: Internal public relations

Kennan, W. R., & Hazelton, V. (2006). Internal public relations, social capital, and the role of effective organizational communication. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II* (pp. 311-338). Mahwah, NJ: Lawrence Erlbaum.

Heath, R. L. (1990). Effects of internal rhetoric on management response to external issues: How corporate culture failed the asbestos industry. *Journal of Applied Communication Research, 18,* 153-167.

McCown, N. (2007). The role of public relations with internal activists. *Journal of Public Relations Research, 19*, 47-68.

Sowa, B. C. (2005). Promoting employee training programs: The promises and the pitfalls. *Public Relations Quarterly, 50*, 39-44.

Week 13: Social media and new technology in public relations

Kazoleas, D. & Teigen, L. G. (2006). The technology-image expectancy gap: A new theory of public relations. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 415-434). Mahwah, NJ: Lawrence Erlbaum.**

Eyrich, N., Padman, M. L. & Sweetser, K. D. (2008). PR practitioners' use of social media tools and communication technology. *Public Relations Review, 34,* 412-414.

Kelleher, T. (2009). Conversational voice, communicated commitment, and public relations outcomes in interactive online communication. *Journal of Communication, 59,* 172- 188.

Kent, M. L. (2008). Critical analysis of blogging in public relations. *Public Relations Review, 34,* 32-40.

Week 14: International public relations

Witmer, D. F. (2006). Overcoming system and culture boundaries: Public relations from a structuration perspective. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 361-374). Mahwah, NJ: Lawrence Erlbaum.**

Kent, M. L. & Taylor, M. (2007). Beyond excellence: Extending the generic approach to international public relations, the case of Bosnia. *Public Relations Review, 33,* 10-20.

Wakefield, R. (2008). Theory of international public relations, the Internet and activism: A personal reflection. *Journal of Public Relations Research, 20,* 138-157.

Curtain, P. A. & Gaither, T. K. (2006). Contested notions of issue identity in international public relations: A case study. *Journal of Public Relations Research, 18,* 67-89.

Week 15: Diplomacy and nation building

Taylor, M. & Kent, M. L. (2006). Public relations theory and practice in nation building. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 341-360). Mahwah, NJ: Lawrence Erlbaum.**

Signitzer, B. & Wamser, C. (2006). Public diplomacy: A specific governmental public relations function. In C. H. Botan & V. Hazelton (Eds.), *Public relations theory II,* **(pp. 435-464). Mahwah, NJ: Lawrence Erlbaum.**

Capriotti, P. & Moreno, A. (2007). Corporate citizenship and public relations: The importance and interactivity of social responsibility issues on corporate websites. *Public Relations Review, 33,* 84-91.

Dutta-Bergman, M. J. (2005). Civil society and public relations: Not so civil after all. *Journal of Public Relations Research, 17,* 267-289.

Finals week: Final Exam

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.
N/A

PART VII: APPROVALS

Date approved by the department or school 3/23/2011

Date approved by the college curriculum committee 3/30/2011

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ **CGS** _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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http://www.eiu.edu/~success/
581-6696

counseling center
free, confidential services
EASTERN ILLINOIS UNIVERSITY
http://www.eiu.edu/~counsctr/
581-3413

Career Services
http://www.jobsrv.eiu.edu/
581-2412

Disability Services
http://www.eiu.edu/~disablty/
581-6583