



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Public Relations and Crisis Communication

Course Number: COM 290

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Provides theoretical and practical information for managing communication in civic and commercial contexts. Communication through print, broadcast and digital channels will be discussed as part of today's public information and opinion formation process.

Prerequisite (s): Com 111

Co-requisite (s): None

Course Objectives:

Upon successful completion of this course, students will be able to:

- Explain public communication of today in a historical context.
- Explain the role of press releases, web pages, and similar communication products.
- Practice both vocally and nonverbally in television, radio, and digital audiovisual settings.
- Describe how communication affects public opinion, legislation and the electoral process.
- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Practice both vocally and nonverbally in television, radio, and digital audiovisual settings.
- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.

- Explain public communication of today in a historical context
- Explain the role of press releases, web pages, and similar communication products.
- Describe how communication affects public opinion, legislation and the electoral process.
- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Practice both vocally and nonverbally in television, radio, and digital audiovisual settings.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

- Describe how communication affects public opinion, legislation and the electoral process.
- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

- Describe communication as it relates to an institutional crisis and use effective communication in a crisis.



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Suggested Methods of Instruction:

Discussions, message analysis, readings, lecture, and research.

Suggested Methods of Assessment and Evaluation:

Class participation, exams, quizzes, written press releases, and research papers.

Adopted Text at Time of Course Adoption/Revision:

“Public Relations: From Theory to Practice” by Hansen-Horn, T.L., & Neff, B.D. ISBN: 9780205393558

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Theoretical Foundations
- Week 2: Philosophical Foundations
- Week 3: History of Public Relations
- Week 4: History of Public Relations
- Week 5: Brand Promotion
- Week 6: Reputation Creation and Protection
- Week 7: Exam/Assessment
- Week 8: Community Relations
- Week 9: Media Relations
- Week 10: Media Relations
- Week 11: Political Communication
- Week 12: Legislative Communication
- Week 13: Celebretics
- Week 14: Crisis Communication
- Week 15: Crisis Communication
- Week 16: Final Research Papers/Formal Assessment

Section 1 & Section 2 approved by CRDAP on: 02/18/14

Section 2 approved by AD:

Date:

Section 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012