

Marshall University

Course Number/Title	CMM 656: Public Communication
Semester/Year	Fall 2014
Days/Time	Mondays 4:00 – 6:20 p.m.
Location	Smith Hall 414
Instructor	Dr. Jill C. Underhill
Office	Smith Hall 250
Phone	(304) 696-3013
E-Mail	underhillj@marshall.edu
Office/Hours	M- 11:00 – 1:00; 2:00 – 4:00 W- 11:00 – 1:00 F- 11:00 – 1:00; 2:00 – 4:00 & by appointment
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Course Description

This seminar introduces students to theories and praxis of sophisticated social, political, and health communication campaigns. We will discuss how these campaigns are planned, executed, and evaluated.

General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will understand theory as a context for communication.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will generalize communication patterns from scholarship on campaigns.	Class discussion; Class reading; Class activities; Research Project.	Participation, Exams, Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will assess the ways public communication theories enhance understanding.	Class discussion; Class reading; Class activities; Research Project.	Participation, Exams, Research Paper.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge
Students will analyze public communication artifacts using communication theory.	Class discussion; Class reading; Class Activities; Research Project.	Participation; Research Paper.	2,3,6,7	Applied learning; Broad, Integrative Knowledge; Intellectual skills
Students will synthesize scholarship on public communication.	Research Project.	Research Project.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning.

Required Texts, Additional Reading, and Other Materials

Rice, R. E. & Atkin, C. K. (2013). *Public Communication Campaigns* (4th Edition). Los Angeles: Sage Publications.
Other course readings will be posted on Blackboard.

Course Policies

Attendance: Attendance is necessary for this course and will be taken at each session. You are allowed 1 unexcused absence during the semester (on a day that does not include your oral presentation or a major grading event). The unexcused absence does not include major illnesses that require hospitalization or medical care or university-sponsored events. After the one unexcused absence (a week's worth of class), you will lose -20 points off your total grade for each additional absence. Excused absences must be documented to the Dean of Students. Please see the university catalog for the definition of excused and unexcused absences.

Late Assignments: Assignments not received by the due date will be subject to a reduced grading scale. For every day that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Grade Inquiries: All grades will be recorded on Blackboard and can be viewed by the students throughout the semester. All questions about graded assignments, quizzes, or exams must be brought to the instructor within two weeks of the day the grade is posted. We will schedule an appointment to discuss the grade outside of class time.

Plagiarism: Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

Cheating: According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

Civility:

Cell Phones: Let's create an oasis of civility in our classroom. Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

Laptops: Feel free to bring a laptop to take notes during class; BUT, other uses of the computer such as e-mailing friends, gaming, or surfing the web for unrelated class material may result in class dismissal.

It is expected that students are respectful of differing opinion during discussion: debate is great, but antagonism will not be tolerated.

This is the only physical copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.

Course Requirements	Points	Due Date
Discussion Questions	25	1 question for 5 weeks by 11/18; 5 points per question. E-mail each question to underhillj@marshall.edu
Case Study Presentation	50	Sign up for session. Materials to instructor by 11:59 p.m. Sunday before class period
Midterm Exam	50	October 13
Final Exam	50	December 8
Semester Project		
Campaign Justification	10	September 12 @ 11:59 p.m.
Formative Evaluation Proposal	25	October 10 @ 11:59 p.m.
Presentation of Proposal	40	December 1 @ Class
Proposal	50	December 5 @ 11:59 p.m.
TOTAL	300	

Participation and Discussion

This class will be conducted as a seminar, which is organized and conducted differently from typical undergraduate courses. Specifically, students will spend less time listening to lectures and much more time reading and analyzing course materials, participating in thoughtful and focused discussion about the material, and synthesizing old and new ideas. In hopes of fulfilling these goals, *you are asked to bring at least one well developed discussion questions to class that pertains to that day's readings to 5 class sessions.*

Questions might be related to inconsistencies between readings, misunderstandings you might have, questions for other students about how readings relate, problems with the research, ethical quandaries that arise, etc. These questions are expected to be thought-provoking (simply asking questions that are answered in the readings won't be counted). The point of the questions is to stimulate interesting conversation and demonstrate that you completed the assigned readings.

You should e-mail your question to me by 2 pm the day of class. You should also have a copy for yourself in class. You are expected to ask your question during the class period and must do so to receive full credit. You will be graded on the quality of the questions you ask (5 points per question x 5 sessions = 25 points).

Case Study Presentation

Each student will sign up for a presentation date with a corresponding topic area. The student is then charged with locating a social, political, or health campaign that can be analyzed with the week's theoretical and applied topics. You will prepare a 30-minute case study presentation for the class. The case study will include a historical overview of the campaign, discuss the campaign impetus, showcase campaign materials, and document campaign effects (earned media, reactions located online, etc.).

Then, you will offer a comprehensive analysis of the campaign using the week's topic as the theoretical framework. Finally, you will evaluate the campaign based on the parameters learned during the first unit of the course. You are required to locate at least 5 additional sources beyond the course reading to inform your theoretical analysis. These sources should include peer-reviewed journal articles, chapters from communication textbooks and edited volumes, and books. Use these sources to develop expertise on the theoretical concept and integrate this advanced knowledge into your presentation (we should learn more about the theory from your presentation). On your presentation day, please submit an annotated bibliography of your five additional sources and your Power Point presentation file to Blackboard. Additional guidelines and a rubric will be posted on Blackboard.

Campaign Proposal Project

Identify a public issue of interest to you (the possibilities are almost endless). You will develop a proposal for a social, political, or health campaign for this issue. This semester-long project has multiple iterations. First, you will author a brief justification paper that will detail the specific goal(s) of your proposed campaign and address why a communication campaign would be beneficial in this context. If you are unable to justify your campaign ideas, go in a different direction. Upon approval from the instructor, you will then begin working on a formative evaluation proposal. After completing the formative evaluation proposal, you will write the full proposal. The full proposal will include the justification, the formative evaluation proposal, detail a guiding theoretical paradigm for the campaign, provide a discussion of message strategy along with sample messages, and analyze the potential strengths and weaknesses of the proposed campaign. You will also present your proposal to the class during our last session. Guidelines and rubrics for the papers and presentation will be available on Blackboard.

Course Schedule*

Week	Date	Topic	Readings
1	August 25	Introduction to Public Campaigns	Rice & Atkin Chapter 1
2	September 1	Labor Day- No Class	Rice & Atkin Chapter 2
3	September 8	Pro-social Campaigns Persuasion vs. Compliance Campaign Justification due 9/12 by 11:59 p.m.	Rice & Atkin Chapter 3
4	September 15	Formative Evaluation	Rice & Atkin Chapter 4 Rice & Atkin Chapter 5
5	September 22	Sense Making Methodology Culturally-Centered Campaigns Case Study Presentation	Rice & Atkin Chapter 10 Dutta et al. (2013) Article
6	September 29	Evaluating Public Communication Campaigns	Rice & Atkin Chapter 6 Rice & Atkin Chapter 7
7	October 6	Behavior Change Models TRA, TPB Case Study Presentation Formative Evaluations due 10/10 by 11:59 p.m.	Rice & Atkin Chapter 15 Kamrowski et al. (2014) article
8	October 13	Midterm	
9	October 20	Constructing Persuasive Messages ELM & HSM Case Study Presentation	Rice & Atkin Chapter 9 Keller et al. (2010) Article
10	October 27	Emotional Appeals (Highlight on Fear Appeals) Case Study Presentations	Rice & Atkin Chapter 11 Ridout & Searles (2011) Article
11	November 3	Socio-cognitive Approaches: Modeling & Efficacy Case Study Presentations	Rice & Atkin Chapter 17 Hueber et al. (2013) Article
12	November 10	Social Norms Case Study Presentations	Rice & Atkin Chapter 12 Panagopoulous et al. (2013) Article
13	November 17	Sensation Seeking Case Study Presentations	Rice & Atkin Chapter 14 Stephenson et al. (1999) Article
14	November 24	Fall Break- No Class	
15	December 1	Paper Presentations	
	December 8	Final Exam	

*Revised course schedules will be posted to Blackboard.