

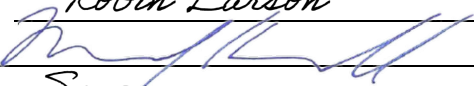


| | | | |
|---|---|--|---|
|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Undergraduate Programs | | UUPC Approval <u>3-24-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department: School of Communication & Multimedia Studies College: Dorothy F. Schmidt College of Arts & Letters | | |
| Current Course Prefix and Number PUR 4411 | | Current Course Title: Public & Community Relations | |
| Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation. | | | |
| Change title to: Introduction to Public Relations Change prefix From: PUR To: PUR Change course number From: 4411 To: 4000 Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour. **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines. ***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small> | | Change description to: This course introduces students to the history, principles, ethics, theories, and emerging trends in the field of public relations. Students will analyze the impact of public relations on society, business, government, culture, and the nonprofit sector. They'll explore career paths and the connection between public relations and related professions. Change prerequisites/minimum grades to: N/A Change corequisites to: None Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-). | |
| Effective Term/Year for Changes: Fall 2025 | | Terminate course? Effective Term/Year for Termination: | |
| Faculty Contact/Email/Phone Scott Wolfson wolfsons@fau.edu (305) 458-6089 | | | |
| Approved by Department Chair  College Curriculum Chair <u>Robin Larson</u> College Dean  UUPC Chair <u>Corey Sogge</u> Undergraduate Studies Dean <u>Dan Macroff</u> UFS President _____ Provost _____ | | | Date 02.25.25 <u>03/13/2025</u> 3/17/2025 <u>3-24-25</u> <u>3-24-25</u> _____ _____ |

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

PUR 4000-001 13056

Introduction to Public Relations

Date: Tuesday, Thursday 11:00 AM - 12:20PM

Building: Physical Science Boca Room:112

3 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Scott Wolfson

Email: wolfsons@fau.edu

Office: CU 218

Office Hours: Office Hours: Tues, Th 2-4pm

Phone (305) 458-6089 (cell)

Course Description

This course introduces students to the history, principles, ethics, theories, and emerging trends in the field of public relations. Students will analyze the impact of public relations on society, business, government, culture, and the nonprofit sector. They'll explore career paths and the connection between public relations and related professions.

Why is this course important?

The field of public relations has changed a lot. Not just in the past 50 years, but in the past several. We live in a fast-paced society bombarded with social media stories 24/7 and where every person is a “citizen-journalist” equipped with a high definition, high-resolution camera, and microphone. It’s created an entire world of both opportunities and risks that just a few years ago would have never been imaginable. A career in PR requires a broad skillset, someone who is flexible and agile in learning and adapting to new technologies and industry standards. This course prepares you for the “Brave New World” that PR is today and will become in the future!

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Sage Vantage: Discovering Public Relations: An Introduction to Creative and Strategic Practices

ISBN: 9781071914441

Publisher: Sage Publications, Incorporated

Edition: 2nd

Course Objectives/Student Learning Outcomes

Learning Outcomes

- Explore career opportunities related to public relations and various subfields of expertise.
- Examine and analyze the history of public relations and key players in its development.
- Understand and critique perceptions of public relations and the ethical challenges the field faces.
- Examine the perpetual evolution of public relations in the context of global, technological, social, and economic forces.

- Compare and contrast public relations with related professions such as journalism, advertising, and marketing.
- Investigate the strategic campaign planning function of public relations.

Assessment based on ability to:

- Think critically about the intersection between traditional and emerging trends in public relations.
- Demonstrate an understanding of the ethical and professional issues and challenges in the field.
- Work effectively in teams to complete course projects.
- Synthesize information from researching trends on the intersection between social media and public relations.
- Produce effective and engaging professional team presentation to the class.
- Produce solutions to address fundamental problems in the management process of public relations.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available

for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Summary of Assignments:

| Description | Points | Your Score | Due Dates |
|--|--------|------------|---|
| Media Pitch/Infographic | 100 | | 09/07 |
| SWOT Analysis Part I of PESO Group Project | 100 | | 09/14 |
| PR PESO Plan Group Presentations | 250 | | 10/28 & 10/30 (Live In Class Presentations) |
| Brand Reputation LinkedIn Learning Certification (Chelsea Krost) | 100 | | 11/16 |
| Personal Branding Kit | 150 | | 11/23 |
| Practitioner Interview/Speaker Reflection | 100 | | 11/30 |
| Class Summary Video | 50 | | 12/07 |
| SAGE Vantage Book Activities/Quizzes | 350 | | |
| | | | |
| Total | 1200 | | |

Course Calendar

| | | | |
|---|---|---|--|
| 1 | TUE 8/19 THURS 8/21 | Introduction to Course/Overview Introduction to Public Relations | <ul style="list-style-type: none"> • Review Syllabus • Read Ch.1: Introduction to Public Relations |
| 2 | TUES 8/26 THURS 8/28 | History of PR Theories/Models | Read Ch. 2: Historical Contexts & Today's Practices Analyzing the First Press Release Torches of Freedom Class Activity Assign Groups: PESO Project (SWOT Analysis Due: 09/14) |
| 3 | TUE 9/2 THURS 9/4 | PR Ethics | Read Ch.3: Ethics & The Law Read Ch 4: Diversity, Equity, Inclusion, & Belonging Is PR an Ethical Field: Class Activity |
| 4 | TUES 9/9 THURS 9/11 | Writing for PR | Read Ch. 7 Writing for PR Media Pitch/Infographic Assignment Due: 09/14 SWOT Analysis Due: 09/14 |

| | | | |
|---|--|------------------------------|---|
| 5 | <div><div>TUES 9/16</div><div>THURS 9/18</div></div> | PR Research | <div>Read Ch. 5: Research and Evidence-Based Practices</div> <div>Design a Survey: Class Activity</div> <div>Audience Persona: Class Activity</div> |
| 6 | <div><div>TUES 9/23</div><div>THURS 9/25</div></div> | Audiences | <div><div><div>• Read Ch. 9: Audiences and Relationship Management</div></div><div>Identifying with the Situation Theory of Publics: Class Activity</div><div>Influencer Analysis: Class Activity</div></div> |
| 7 | <div><div>TUES 09/30</div><div>THURS 10/02</div></div> | Management & Business Acumen | <div>Read Ch. 12: Management & Business Acumen</div> <div>Output and Outcome Measurements: Class Activity</div> <div>Convince The Client: Class Activity</div> |
| | | | |

| | | | |
|----|---|----------------------------------|--|
| 8 | TUES 10/07 THURS 10/09 | PR Careers | Guest Speaker: Dr. Karen Freberg Read Ch 14: Careers Job Posting Compare and Contrast: Class Activity |
| 9 | TUES 10/14 THURS 10/16 | Crisis Communications | Read Ch 11: Crisis Communications |
| 10 | TUES 10/21 THURS 10/23 | Content Creation | Read Ch.12: Creative Content PESO Project Presentation (Individual) Slides Due: 10/26 |
| 11 | TUES 10/28 THURS 10/30 | PESO Project Group Presentations | Groups present both 10/26 & 10/28 in class |

| | | | |
|----|---|----------------------|----------------------------------|
| 12 | TUES 11/04 THURS 11/06 | Crisis Communication | Read Ch 11: Crisis Communciation |
|----|---|----------------------|----------------------------------|

| | | | |
|----|---|---|---|
| | | | |
| 13 | TUES 11/11 THURS 11/13 | Branding | <ul style="list-style-type: none">• Read Ch. 6: Branding <p>Develop the Brand for a New Beverage Product: Activity Brand Voice--Compare and Contrast Two Brands: Activity</p> <p>Chelsea Krost: LinkedIn Learning Branding Certification Due: 11/16</p> |
| 14 | TUES 11/18 THURS 11/20 | PR Specializations | <p>Read Ch 15: Specializations</p> <p>Branding Kit Assignment Due 11/23</p> |
| 15 | TUES 11/25 THURS 11/27 | The Future! | <ul style="list-style-type: none">• Read Ch.16: Where Are We Headed? What Are the Opportunities? Obstacles? <p>THANKSGIVING DAY!! (No Class)</p> <p>Interview/Speaker Reflection Assignment Due. 11/30</p> |
| 16 | TUES 12/2 THURS 12/4 | You're The Star: Final Encore Presentation! | <p>Summarizing PR Experience Video Assignment--50 points Due 12/07</p> |

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

| Letter Grade | Letter Grade |
|--------------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |

| Letter Grade | Letter Grade |
|--------------|--------------|
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | Below 60 |

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late Assignment Policy

A reduction of **one letter grade** will be assessed for assignments submitted after the due date.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Course Topical Outline

Assignment Descriptions

Public Relations PESO PR Campaign Presentation— 350 points total

Your group will select a company/organization of your choice and create a PR campaign for this "client" organization that incorporates the PESO strategies: Paid, Earned, Shared, and Owned Media.

Example: The FAU Men's Basketball Team had a magical run this past season, earning a trip to the NCAA's covenant Final Four Tournament. The national spotlight has beamed brightly upon the team and FAU. Some wonder how long will this "honeymoon effect" last. How long is the team expected to play at this elite level and dominate the tournament in the coming years? How long will the sponsorships and donor dollars keep flowing to FAU?

PESO PR Campaign to the Rescue! A proposed (paid, earned, shared, and owned) PR strategy can keep the men's basketball team in the limelight and continue spreading the word that FAU is the premier university locally, regionally, and nationally!

I'll provide goals and SMART objectives for the campaign.

Your team's Final PR Campaign Presentation will be a PowerPoint Presentation that you'll present live in class. Your presentation must include the following elements:

- (1) Intro Slide (Title Slide...Project Name, Course Name, Professor Name, Date Due)
- (2) Executive Summary (Note: This is for the company you're representing, not your PR Firm!)
- (3) Company's Mission/Vision/Values. (Note: This is for the company you're representing, not your PR Firm!)
- (4) SWOT Analysis
- (5) Goals/Strategies
- (6) Tactics/Objectives
- (7) Targeted Audience
- (8) Stakeholders
- (9) Core Messages
- (10) Calendar of Events (Messaging/Social Media Posts, etc.
- (11) Recommendations
- (12) Evaluations (KPI's)— Key Performance Indicators

Part 1 of PESO PR Campaign: SWOT Analysis (Group) — (100 points)

The first step in developing a comprehensive public relations strategy and strategic plan for a client is evaluating that client's current performance. For this assignment, your team will conduct a SWOT analysis, analyzing the strengths, weaknesses, opportunities, and threats of your client company/brand. You'll produce a 3–4-page paper focusing on the team's public relation strategy, social media content, competitors, activity on different platforms, user engagement, etc. This paper is part of your larger group assignment where you and your team create a Public Relations Campaign Plan for the company/brand.

The SWOT analysis is one piece (the first piece) of the larger strategic plan. Your paper should include:

- Brief information about the company/brand your PR Firm represents
- 3-5 major strengths of the team's current public relations efforts
- 3-5 weaknesses of the company/brand's current social media presence
- 2-3 proposed opportunities (recommendations) the company/brand can explore
- 2-3 perceived threats (external) that hinder performance

Part 2 of PESO PR Campaign: In Class Group Presentations 10/28 & 10/30 — (250 points)

Media Pitch/Infographic Assignment— 100 points

Hey PR Pro—It's your turn to pitch the media! How do you plan to GRAB the attention of YOUR audience? For this assignment, you'll find a local journalist (reporter, producer, assignment editor, guest booker, etc.) to pitch your "newsworthy" story.

The assignment: You'll pitch your story idea and include a visually appealing infographic to email to a select journalist.

****Note:** You won't actually send this email. This is an assignment for class only.

Infographic Creation: The second part of this assignment is creating an infographic that complements your media pitch. (Note: You may use Canva, Photoshop, Piktochart or any other graphics program you like.)

Personal Branding Assignment— 150 points

You will develop a plan for your own personal brand. You will design and articulate your differentiating characteristics, your expertise, your personal brand voice, a plan for the types of content that you plan to develop to bolster your personal brand, a list of influencers and/or organizations you wish to build relationships with. You'll establish a professional online identity on at least one social media channel or on a website that you will build. In so doing, you will produce and publish two professional pieces of content (i.e.- blog posts, infographics, interview, review, video testimonial, etc.). You will provide links to your online presence in an appendix in the report.

Practitioner Interview & Guest Speaker Reflection— 100 points

This assignment offers you the chance to learn directly from public relations practitioners working in the field today. There are two parts.

Part 1: You'll identify a public relations practitioner and conduct a phone or video conference interview with the practitioner.

Part 2: You'll take notes and ask questions during our guest speaker's visit to class (guest speaker date TBA). For both instances, you'll need to research the individual and the organization they work for. For the interview, you'll develop 7 to 10 interview questions. For the guest speaker, you will develop 1 question.

Afterward, you'll offer a brief reflection of what you learned from both the interviewee and our speaker, focusing on similarities and differences between them – their roles and responsibilities, experiences, organizations they work for, and so forth –, the relevance of topics they discussed to what you have learned in this class, and your analysis of each the key takeaways you identified from each person.

Final Deliverable: You'll deliver this reflection in a brief :90 “talking head” video which you'll record and upload to our course learning management system.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.