Public Relations Theories and Application
Spring 2017, Section 1C57

Instructor: Dr. Linda Hon
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Office Hours: Tuesday, 11:00-2:00 p.m. Other times by appointment.

Course Website: http://lss.at.ufl.edu

Technical Help: For technical issues with course access or e-learning in Canvas, contact UF Helpdesk at http://lss.at.ufl.edu/help.shtml / (352) 392-HELP (4357) / Learning-support@ufl.edu

Course Communication:
For general questions, please use the General Discussion Forum on the course site. For communication of a personal nature, please email me directly at the ufl account listed above.

Course Description:
This course covers main emphases in public relations theory and their applications to practice.

Course Objectives:
By the end of this course, students will:
- Possess comprehensive knowledge of major areas of public relations theory and how those areas have been developed through empirical research.
- Be able to apply abstract theoretical models and concepts from public relations scholarship to their own public relations practice with the goal of increased effectiveness.

Expectations:
Students are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

Readings:
Readings are listed in the course schedule and in each weekly module on Canvas.

Technical Requirements:
This course will require you to create a video presentation in a digital, shareable format. To successfully complete these course assignments, students will need to have access to, and working knowledge of, the following software and web platforms:

- Microsoft Word, PowerPoint
    - UF students can download Office 365 Pro Plus software for free at http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/
- YouTube or Vimeo account to upload and host presentations
- Video recording device
    - Computer webcam (desktop or laptop)

Teaching Philosophy:
This course is designed for those working in the profession or wanting to enter the profession and who aspire to be a critical and strategic thinker. I see myself as a facilitator. My experience and background provide me with expertise in public relations theory and practice. However, there are no "facts" in public relations theory that I will communicate to you. The course materials I have selected and the assignments I have developed are designed to introduce you to main areas of public relations theory so you can make the connection from academic research to public relations practice.

Instructional Methods:
Because theory is based on empirical (data-based) scholarship, much of the class involves reading research literature. All of the literature comes from peer-reviewed journals, particularly the main journals focusing on public relations. The *Journal of Public Relations Research* and *Public Relations Review* are the oldest and most respected academic journals. Newer journals that have a strong professional orientation include *Journal of Public Relations* and the *Research Journal of the Institute for Public Relations*.

Based on my 32 years of experience in the field and 16 years of teaching UF's in-residence public relations theory class, I have selected foundational articles that trace the development of a major theoretical program of research and/or research articles that are current and have to do with important trends in industry. And, for

each week, I have developed an assignment that is designed to elaborate on the reading material by linking it to professional practice.

I hope much of the learning in this class is peer-to-peer. Each student brings his or her life history and work experience to the class. Therefore, you will be sharing your discussion posts and reaction assignments with one another and providing constructive feedback to one another.

Course Policies:

Late Work and Make-up Policy:
Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. With this in mind there will be penalties for late work:

- Less than an hour late   5 points off
- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late 15 points off
- More than 48 hours late   25 points off
- A week or more late   Not accepted at all

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Students may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Technical issue policy: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately. Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Requirements for all graded course assignments are consistent with university attendance policies that can be found in the online catalogue at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Coursework:
Coursework should be submitted through Canvas.
- Discussion Posts
- Reaction Assignments
- Final Presentation

Deadlines:
The new lecture starts on Mondays. The deadlines for graded material are as follows:

Discussion Posts	6:00 PM EST Thursdays
Reaction Assignments	6:00 PM EST Thursdays
Comments on Another Student's Post	6:00 PM EST Sundays
Final Project	

Proposal	6:00 PM EST Fri February 10	
Rough Draft	6:00 PM EST Fri March 10	
Final	11:59 PM EST Wed March 22 (upload presentation)	
	6:00 PM EST Sun March 26 (peer reaction)	

Grading:
Your work will be evaluated according to this distribution:

- Discussion Posts (100 points each)   40%
- Reaction Assignments (100 points each)   40%
- Final Project (100 points)

Proposal	3 %
Rough Draft	7 %
Final	10 %

The final grade will be determined as follows. Grades will be rounded up (e.g., 89.5 becomes 90).

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Weekly Lectures:
- The instructor will post a lecture video for each week.
- The purpose of these videos is only to provide overall context for the week's topic. The lectures are not an outline of the week's readings or the reaction assignment.
- There are two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus.
- It is your responsibility to watch each of the videos.

Weekly Discussion Posts
- You are expected to read all of the course materials each week.
- Since there are no exams, you will be graded according to how well you incorporate specifics from each lecture and all of the readings that demonstrate mastery of the material. Students will post an answer to the instructor prompt about the lecture and readings (750 words maximum) by 6:00 p.m. Thursday of each week.

- Students are required to respond to another team member's post (250 words maximum) by 6:00 Sunday of each week.
- Do not respond to any student more than once.
- FOR WEEK ONE ONLY, THERE IS NO DISCUSSION POST ASSIGNMENT. This means that by the end of the semester you have responded to nine other students in the class.

For specific grading information, please refer to "Rubric for Discussion Participation and Comments to Another Student's Post."

Reaction Assignments:
- Students will post a reaction to the weekly assignment (750 words maximum) by 6:00 p.m. Thursday of each week and comment on a team member's reaction (250 words maximum) by 6:00 p.m. Sunday of each week.
- Since there are no exams, you will be graded according to how well you incorporate specifics from the content in the reaction assignment that demonstrates mastery of the material.
- Do not comment on any's student's reaction more than once.
- This means by the end of the semester you have commented on the reaction from 10 different classmates.

For specific grading information, please refer to "Rubric for Reaction Assignment and Comments to Another Student's Post."

Discussion Posts and Reaction Assignments are posted in the weekly pages in Canvas.

Final Presentation
The capstone assignment for the course will be a PowerPoint presentation that you develop for a professional audience. The title will be "Applying Public Relations Theory to Practice: Bridging Academic Research with Professional Challenges and Opportunities." The project will be divided into three steps—proposal, rough draft, and final presentation. You should submit the proposal and rough draft to me only.

Proposal (due week 6)
- Two pages (double-spaced, 12-point type, one-inch margins, submitted as a Word file).

- Include the title of your presentation, intended audience, proposed agenda, and discussion of a minimum of five credible outside sources with links. These sources will be used to expand on information from the course materials.

Rough Draft (due week 10)
- Must be a complete mock-up of your final presentation.
- Refer to the rubric for the final presentation to compose the rough draft.

Final Presentation
- PowerPoint presentation of 18-22 slides.
- Link to recording of report delivery (submit in Discussion post section).
- Must include title, agenda, key takeaways, and closing slides.
- Must verbalize at the beginning the intended audience for the presentation.
- Must include meaningful insights with quantitative and or qualitative data from a **minimum of 10 of the course readings and/or material from the reaction assignments** and **a minimum of five credible outside sources** (e.g., academic literature, organization reports, news stories) with links.
- Must include actionable recommendations.

For the final presentation, you should do the following:

Step 1: Upload your PowerPoint presentation to the appropriate Assignment in Canvas. Record yourself presenting your final presentation to the audience you have chosen. Within this Discussion post, share a link to view your presentation within the body of the report. Support recommendations with data and cite sources within the presentation.

Step 2: Final presentations will be uploaded to the Discussion section of Canvas. Once everyone has submitted his or her presentation, you will be assigned one of your classmate's presentations and provide a reaction by responding to the post via the feature reply. Watch the video in its entirety and comment on the presentation as a whole as well as which particular parts stood out, if any. Your reaction should be 150-250 words and provide substantive insight and contribute meaningfully to the assignment.

For specific grading information, please refer to "Rubric for Final Presentation and Reaction to Classmate's Presentation."

Schedule

	Begins	Ends	
Start Date	1/4/2017		
End Date	3/27/2017		
Week 1	1/4/2017	1/8/2017	
Week 2	1/9/2017	1/15/2017	
Week 3	1/16/2017	1/22/2017	
Week 4	1/23/2017	1/29/2017	
Week 5	1/30/2017	2/5/2017	
Week 6	2/6/2017	2/12/2017	
Week 7	2/13/2017	2/19/2017	
Week 8	2/20/2017	2/26/2017	
Week 9	2/27/2017	3/5/2017	
Week 10	3/6/2017	3/12/2017	
Week 11	3/13/2017	3/19/2017	
Week 12	3/20/2017	3/27/2017	

Course Introduction:

Course Introduction Video:
•   You will learn an overview of what theory is and how it differs from experiential knowledge.
•   You will begin to consider how theory can be applied to public relations practice.

Course Syllabus Video:
•   Explanation of course requirements and assignments

MODULE 1: Precedents

Week One: Historical Theoretical Perspectives

Learning Objectives:
Distinguish among common misconceptions in public relations history and a more complex account of the development of the field as a profession.
Explain and critique "mass" society theory.

Watch:
The Century of Self, Part 2, "Happiness Machines," available at
https://www.youtube.com/watch?v=eJ3RzGoQC4s&list=PLVY6n7Jrvk_R3u-J6MrsAzP_6usfZnPz3

Required Reading:
Lamme, M.O. & Russell, K.M. (2010). Removing the spin. Toward a new theory
of public relations history. *Journalism and Communication Monographs, 11*(4),
281-362. Available at
http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=3e2e9f36-e807-4e8e-91de-5e9c3535a4eb%40sessionmgr4001&hid=4212
http://web.a.ebscohost.com/ehost/detail/detail?vid=2&sid=3394410b-ea96-498f-ac96-a9214cacf47a%40sessionmgr4001&hid=4201&bdata=JkF1dGhUeXBlPWlwLHVpZCZzaXRlPWVob3N0LWxpdmU%3d#AN=48294957&db=ufh

Discussion Post:
FOR THIS WEEK ONLY, there is no discussion post assignment.

Reaction Assignment:
Visit the website of The Museum of Public Relations at
(http://www.prmuseum.org/) and read or watch any selection under the
"Resources" tab. Write a reaction to your selection (be sure to identify your
selection clearly). Use three main points from Lamme and Russell's article in your
reaction.

MODULE 2: Major Domains of Public Relations Theory

Week Two: Open-Systems and Excellence

Learning Objectives:
Explain how empirical research is conducted and how theory is developed.
Differentiate between the dominant messaged-centered focus of public relations
practice with the strategic management perspective.

Required Readings:
Broom, G. M. (2006). An open-system approach to building theory
in public relations. *Journal of Public Relations Research*, *18*(2), 141-150. doi:
10.1207/s1532754xjprr1802_4. Available at

http://www.tandfonline.com/action/showCitFormats?doi=10.1207/s1532754xjprr1802_4
Grunig, J.E. (2006). Furnishing the edifice: Ongoing research on public relations as a strategic management function. *Journal of Public Relations Research, 18*(2),151-176. doi: 10.1207/s1532754xjprr1802_5. Available at http://www.tandfonline.com/doi/pdf/10.1207/s1532754xjprr1802_5

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Watch "Dr. James Grunig talks PR's influence on management," available at https://www.youtube.com/watch?v=PBGjUCmk8ok. Post a reaction to Dr. Grunig's lecture.

Week Three: Persuasion and Framing

Learning Objectives:
Identify and explain the major tenets of persuasion and framing theory.
Identify elements of persuasion theory for which empirical support has been found.

Required Readings:
Miller, G. R. (1989). Persuasion and public relations: Two p's in a pod. In C.H. Botan & V. Hazleton, J. (Eds.), Public Relations theory (pp. 45-66). Hillsdale NJ: Erlbaum. (Add pdf).
Hallahan, K. (1999). Seven models of framing: Implications for public relations. *Journal of Public Relations Research, 11*(3), 205-242. doi: 10.1207/s1532754xjprr1103_02. Available at http://dx.doi.org/10.1207/s1532754xjprr1103_02.

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Select one of the case studies profiled on the website of the Council of Public Relations Firms available at http://prcouncil.net/resource/pr-case-studies/. Discuss how the case illustrates (or does not illustrate) examples of effective persuasion or framing (or both).

MODULE 3: Contemporary Theories of Public Relations

Week Four: Digital Media

Learning Objectives:
Explain how social media have been used in public relations practice since their inception.
Analyze the potential and limitations of social media for effective public relations.
Compare and contrast the use of social media for consumer and activist engagement.

Required Readings:
Wright, D. K., & Hinson, M. (2015). Examining social and emerging media use in public relations practice: A ten-year longitudinal analysis. *Public Relations Journal, 9*(2), 1-26. Available at
https://www.prsa.org/Intelligence/PRJournal/Documents/2015v09n02WrightHinson.pdf
Hon, L. (2015). Digital social advocacy in the Justice for Trayvon campaign, *Journal of Public Relations Research,* 27(4), 299-321. doi: 10.1080/1062726X.2015.1027771. Available at
http://dx.doi.org/10.1080/1062726X.2015.1027771
Valentini, C. (2015). Is using social media "good" for the public relations profession? A critical reflection. *Public Relations Review,* 41, 170-177. Available at http://ac.els-cdn.com/S0363811114001817/1-s2.0-S0363811114001817-main.pdf?_tid=373ee072-6090-11e5-9c25-00000aab0f02&acdnat=1442861002_282b9e4de4e62171cc9bb47c170eb213

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Watch "Generation Like" available at
http://www.pbs.org/wgbh/pages/frontline/generation-like/
and post an analysis of the potential and limitations of digital media for consumer engagement compared to the grassroots activist engagement illustrated in the Justice for Trayvon campaign.

Week Five: Crisis

Learning Objectives:

Explain the development of crisis theory in public relations.
Identify and distinguish among the major elements of Situational Crisis
Communication Theory.

Required Readings:

Coombs., W.T. (2010). Crisis communication: A developing field. In E.L. Heath
(Ed.), *The Sage handbook of public relations* (pp. 477-488). Thousand Oaks, CA:
Sage. PDF available on Canvas.

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Watch "Situational Crisis Communication Theory available at
https://www.youtube.com/watch?v=2EOZPGdmbQ0
and post a critique of Dr. Coombs's lecture.

Week Six: Measurement and Evaluation

Learning Objectives:
Explain the development of public relations program measurement and evaluation.
Evaluate the state of best practices for public relations measurement and
evaluation.

Required Readings:
Watson, T. (2011). The evolution of public relations measurement and evaluation.
Public Relations Review, 38, p. 390-398. Available at
http://ac.els-cdn.com/S036381111100213X/1-s2.0-S036381111100213X-
main.pdf?_tid=47151e3a-5fc8-11e5-9669-
00000aacb362&acdnat=1442775129_507dd24fddd0aa0d0a91feb84358188e
Thorson, K., Michaelson, D., Gee, E., Jiang, J., Lu, Z., Luan, G., Weatherly, K.,
Pung, S., Qin, Y., & Xu, J. (2015). Joining the movement? Investigating the
standardization of measurement and evaluation within public relations.
Research Journal of the Institute for Public Relations, 2(1), 1-25. Available at
http://www.instituteforpr.org/wp-content/uploads/MichaelsonEtcArticle.pdf.

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Conduct online research on the "Barcelona Principles." Post a reaction that
analyzes if the Principles reflect best practices and what suggestions you have for
improvements/updates.

Submit final project proposal.

Week Seven: Ethics

Learning Objectives:
Identify the ethical issues inherent in public relations as an advocacy function.
Explain the underlying principles in a model of responsible advocacy and analyze
examples of public relations practice in relation to these principles.

Required Readings:
Edgett, R. (2002). Toward an ethical framework for advocacy in public relations,
Journal of Public Relations Research, 14(1), 1-26. doi:
10.1207/S1532754XJPRR1401_1. Available at
http://dx.doi.org/10.1207/S1532754XJPRR1401_1

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Identity a current example (within the last year) of an organization facing an
ethical issue in public relations. Post your analysis of the organization's
management of the issue in relation to Edgett's model of ethical advocacy.

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Week Eight: Social Responsibility

Learning Objectives:
Develop a framework for dimensions of social responsibility communication.
Identify public expectations for social responsibility and implications for corporate
social responsibility communication.
Examine perceptions of social responsibility communication among practitioners
in the nonprofit section.

Required Readings:

Kim, S. and Ferguson, M.T. (2014). Public expectations of CSR communication: What and how to communicate CSR. *Public Relations Journal*, *8*(3), 1-22. Available at http://www.prsa.org/Intelligence/PRJournal/Documents/2014KIMFERGUSON.pdf
Waters, R.D. and Ott, H.K. (2014). Corporate social responsibility and the nonprofit sector: Assessing the thoughts and practices across three nonprofit subsectors. *Public Relations Journal*, *8*(3), 1-18. Available at http://www.prsa.org/Intelligence/PRJournal/Documents/2014WATERSOTT.pdf

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Use the information from the two research articles to comment on the approach taken in these two 2016 Silver Anvil winners in the category of social responsibility.

Week Nine: Global/International

Learning Objectives:
Explain the status of international public relations research in terms of trends, themes, and theoretical paradigms.
Identify opportunities for growth and change in global public relations.
Compare and contrast globally accepted practices among a variety of countries.

Required Readings:
Jain, R., De Moya, M., & Molleda, J.C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. *Public Relations Review, 40,* 595-597. Available at http://ac.els-cdn.com/S036381111400037X/1-s2.0-S036381111400037X-main.pdf?_tid=8991d3b6-6095-11e5-ae3f-00000aacb35e&acdnat=1442863288_4355a3b197a022f273f6e482fc53d3b6
Sriramesh, K. (2010). Globalization and public relations: Opportunities for growth and reformulation. In R. J. Heath (Ed.), *The Sage Handbook of public relations*, (pp. 691-707). Thousand Oaks, CA: Sage. PDF available on Canvas.

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:

Read the Global Communications Report (full report) and write a reaction.
Available at http://www.globalalliancepr.org/global-communications-report/.

Week Ten: Leadership

Learning Objectives:
Explain how leadership has been conceptualized and measured in public relations.
Apply theoretical understandings of leadership to prominent examples in practice.

Required Readings:
Meng, J. & Berger, B. (2013) An integrated model of excellent
leadership in public relations: Dimensions, measurement, and validation. *Journal of Public Relations Research*, 25(2), 141-167. doi:
10.1080/1062726X.2013.758583. Available at
http://dx.doi.org/10.1080/1062726X.2013.758583
Meng, J. Berger, B. Gower, K.K., & Heyman, W.C. (2012). A test of excellent
leadership in public relations: Key qualities, valuable sources, and distinctive
leadership perceptions, *Journal of Public Relations Research, 24(*1), 18-36.
doi:10.1080/1062726X.2012.626132. Available at
http://dx.doi.org/10.1080/1062726X.2012.626132

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Select one among the public relations legends and leaders (practitioner, not
academic) interviewed by the Plank Center for Leadership in Public Relations
available at http://plankcenter.ua.edu/resources/leaders/videos/
Watch the video and write a reaction that critiques the practitioner's comments in
relation to the week's readings.

Submit rough draft of final project

Week Eleven: Transparency and Authenticity

Learning Objectives:
Conceptually and operationally define the concepts of authenticity and
transparency in public relations scholarship.
Compare and contrast theoretical understandings of transparency and authenticity
with major themes in practice.

Required Readings:
Rawlins, B. (2008). Give the emperor a mirror: Toward developing
a stakeholder measurement of organizational transparency. *Journal of Public
Relations Research, 21*(1), 71-99. doi: 10.1080/10627260802153421. Available at
http://dx.doi.org/10.1080/10627260802153421
Molleda, J.C. (2010). Authenticity and the construct's dimensions in public
relations and communication research. *Journal of Communication Management,
14*(3), 223-236. PDF available on Canvas.
The Authentic Enterprise, Full Report (2007), Arthur Page Society. PDF available
on Canvas.

Discussion Post:
Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Pick one of the bloggers featured on Arthur Page's website at
http://www.awpagesociety.com/blog/. Read at least three of the most recent
entries and post a reaction that addresses authenticity and transparency in relation
to the blog posts.

Week Twelve: Engagement

Learning Objectives:
Conceptually and operationally define the concept of engagement in public
relations scholarship.
Compare and contrast theoretical understandings of engagement with major themes
in practice.

Required Readings:
Men, L. R. (2015). Employee engagement in relation to employee–organization
relationships and internal reputation: Effects of leadership communication. *Public
Relations Journal*, 9(2), 1-22. Available at
https://www.prsa.org/Intelligence/PRJournal/Documents/2015v09n02Men.pdf
Taylor, M. & Kent. M.L. (2014). Dialogic engagement:
Clarifying foundational concepts. *Journal of Public Relations Research, 26*(5),
384-398. doi:10.1080/1062726X.2014.956106. Available at
http://dx.doi.org/10.1080/1062726X.2014.956106

Discussion Post:

Respond to Instructor Prompt. Respond to another student's post.

Reaction Assignment:
Post an analysis that compares and contrast the approaches in the research articles with the themes in John Edelman's speech, "Reimagining Our Profession: Public Relations for a Complex World," Richard Edelman address at the 50th Annual Distinguished Lecture and Awards Dinner, November 10, 2011. Available at http://www.instituteforpr.org/reimagining-our-profession-public-relations-for-a-complex-world/

Submit final project. Submit peer reactions.

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, if anything in these plans changes, I will communicate that to you clearly and with advance notice.

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. University counseling services and mental health services:

**Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to meet deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussion is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:
Other are available at http://www.distance.ufl.edu/ getting-help for:
- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting

the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.