Course:	**Public Interest Communications—PUR 4442/MMC6936**
Section:	**0982**
Class Time:	**Mondays, period 7-9**
Class Location:	**Weimer 3215 (AHA! CoLab)**
Office Hours:	**Mondays, 12-1:30, and by appointment**
Instructor:	**Professor Ann Christiano**
	3200 Weimer Hall
	achristiano@jou.ufl.edu
	(609) 647-3877—This is my cell number. Please use this number to reach me with questions or schedule appointments, but no texts, please.
Office:	I work in the Center for Public Interest Communications, 3200 Weimer Hall
S/U	**No**

Course Objectives
1. You will be able to describe the role of communications in driving positive social change.
2. You will be able to critique or create strategic communications plans for social change efforts.
3. You will understand and be able to apply a set of frameworks that are built on social, behavioral and cognitive science.
4. You will be able to determine how to use and combine the six spheres through which communicators work to achieve change: policy, media, social marketing, the market, activism and communities of influence.
5. You will be able to critique campaign design and results.
6. You will be able to design campaigns for social change using a set of research driven frameworks.
7. You will develop skills to interpret and incorporate fundamental changes in how we communicate as a society and their implications for this field.

Course Overview
Effective communication is the accelerant on the fire of social change. Public interest communications is a form of strategic communication through which organizations, causes or movements take on specific communications objectives that will have a benefit to society. This benefit transcends the particular interest of any single organization undertaking a campaign or communications effort.

This is an evolving field, and its practitioners are continuously applying new insights and techniques to support positive social change. The field is not as well-established as its sister fields of public relations, advertising, journalism and marketing, however, an

increased recognition among change makers of the importance of communications to social change means that there are more resources available than there once were. This is also an entrepreneurial field, which results in significant innovation.

Public interest communications is a large and complex field, and it will not be possible to cover all its aspects during the 16 weeks we have together. To make the most of our time, the course will focus on the principles and fundamentals on which the field stands.

In this course, you will learn the six spheres through which we can drive social change, the strategic planning process for an effective social change communications campaign, and the tools, qualities and tactics that make these campaigns real. You will gain insight to the richness of the field, the power that effective communications has to address a problem and profoundly affect the lives of people, and begin to see the astonishing range of careers and opportunity that this field holds.

Course Format
Our course will include brief lectures, discussion, reflection, guest lectures and student case presentations.

Required Reading, Viewing and Listening
Writing, reading, viewing and listening assignments are listed on the syllabus. There is no textbook for this course. I may add readings and assignments over the course of the semester.

College of Journalism and Communications Objectives
The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:
- Understand and apply the principles and laws of freedom of speech and press for the United States
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles, and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

COURSE EVALUATION

The evaluation of coursework will be based on your performance in four major areas, each of which constitutes a proportion of the final grade. Your grade will be calculated by the following:

1. **In-Class Attendance & Participation: 30%**

Attendance and active participation are mandatory. Absences count from the first class following drop/add. After due warning, the professor may prohibit further attendance and subsequently assign a lower or failing grade for excessive absences; more than two unexcused absences during the semester will be considered "excessive absences." You are responsible for notifying Professor Searight before your absence and, if it is due to illness, provide a note from your medical provider.

Participation means you are fully engaged in the classroom discussion, and not using cell phones or laptops except when directed to as part of classroom activities. It means you arrive to class early or on time, ready to learn and engage.

Requirements for assignments and other work in this course follow UF policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

2. **Weekly Assignments: 25%**

The class will include readings, videos, podcasts et al. and there will be written assignments for some of them. You are required to complete these assignments at the direction of the instructor. These in-class assignments may not be made up if you miss class.

3. **Case Study: 30%**

You will write and present a complete a case study of an organization working to make a specific change and offer recommendations for how that organization might have taken a different approach that would have been more effective. You will present your case in class on **April 24.**

4. **Case Study Foundations: 15%**

Throughout the course, you will complete short assignments with your team that lay the groundwork for your final project.

Note: Students enrolled in PUR 4212 will complete this assignment with partners or groups, students enrolled in MMC 6936 will complete this assignment alone.

This written or recorded reflection will give you an opportunity to share what you have learned this semester. Details will be distributed soon. This is due **November 28, 2022**.

I WILL NOT ACCEPT LATE ASSIGNMENTS

The grading scale for the course is:
A 92-100%
A- 90-91.99%
B+ 88-89.99%
B 82-87.99.99%
B- 80-81.99%
C+ 78-79.99%
C 72-77.99%
C- 70-71.99%
D+ 68-69.99%
D 62-67.99%
D- 60-61.99%
E below 60.99%

Follows current UF policies
(https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

Availability
Please feel free to speak with me during the semester about any questions or concerns you have during my office hours or by appointment. (You can also reach me by email and I'll do my best to get back to you within 24 hours.)

Commitment to Diversity, Equity & Inclusion
I'm committed to creating an environment of inclusion that respects and affirms the fundamental dignity, value, and distinctiveness of all individuals and their perspectives. My teaching will reflect the understanding of the complexity of identity and the mutuality of our global community. It is my responsibility to help promote and maintain a community of compassion, embracing the rich depths of diversity, while facilitating opportunities for equity and inclusion.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

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."

The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

If you have any questions or concerns, please consult with me.

CAMPUS RESOURCES

U Matter, We Care

If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center

Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department

Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies). UF Health Shands

Emergency Room / Trauma Center
For immediate medical care call 352-733- 0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

E-learning Technical Support
Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center
Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/. Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352392-6420. General study skills and tutoring. teachingcenter.ufl.edu/ Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/ Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor- codestudent-conduct

A Note on Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Land Acknowledgement
I acknowledge that for thousands of years the area now comprising the state of Florida has been, and continues to be, home to many Native Nations. I also recognize that the

main campus of the University of Florida is located on the ancestral territory of the Potano and the Seminole peoples. The Potano, of Timucua affiliation, lived here in the Alachua region from before European arrival until the destruction of their towns in the early 1700s. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forced from the land as a result of a series of wars with the United States known as the Seminole Wars. I acknowledge our shared obligation to honor the past, present, and future Native residents and cultures of Florida.

Class Meeting and Assignment Schedule

Date	Topic	Assignments	Preparation
January 9	Course overview The Defining Characteristics of Public Interest Communications Stop Raising Awareness Already The Science of What Makes People Care	**Write your bio**	Reading references: Stop Raising Awareness Already, Stanford Social Innovation Review The Science of What Makes People Care, Stanford Social Innovation Review
January 16	**No class: MLK day**		
January 23	A brief and incomplete history of public interest communications The levers of change: meet the six spheres of influence Introducing the back-of-the envelope guide to strategy	With your team, identify a cause you want to work on in Florida and an organization doing work in this space. Complete the worksheet in canvas.	**Bring laptops**

	Your final project		
January 30	Driving change through policy, regulation and the judicial system	Identify and share an example of one of the forms of policy change we discussed in class	
February 6	Supporting change through news, entertainment and social media	Identify and share an example of how working with or through news, entertainment or social media resulted in change	
February 13	The role of communities of influence	Identify and share an example of how working with or through communities of influence resulted in change	
February 20	Activism: what works and doesn't	Identify and share an example of how activists made change happen	
February 27	Social norms and their influence on human behavior	Identify and share an example of a social norming campaign	
March 6	How industry affects change (or doesn't)	Identify and share an example of how a company or trade sector made change happen (or prevented it from happening) With your team, identify which	

		spheres of influence your organization is already working in, and how. Which might they consider working in? How might work in one sphere affect change in another?	
March 13	**No class: Spring break**		
March 20	Individual team meetings to discuss final project		
March 27	Story Building: The science of telling authentic, changemaking stories	What kinds of stories is your organization telling about its work and the people it serves? Are they harmful or helpful?	
April 3	Designing and delivering unforgettable presentations	Share draft of your final project case study.	
April 10	Individual team meetings to discuss final project drafts		
April 17	Building your career in public interest communications What makes a good public interest communicator? Building support for your ideas	Written case studies due	Read guest speaker bios, follow on their social platforms and prepare questions
April 24	**Final Presentations**		

Guidelines for Assignment Grades:

Assignments that receive As:

- Are interesting
- Compare favorably with the best examples of work I share in class
- Are clearly organized
- Rely heavily on stories and visual language
- Are free of grammatical, spelling, fact or typographical errors
- Show an understanding of both the lecture and the assignment
- Include strong transitions
- Are concise but complete—not overwritten or puffy, but include relevant messages and information
- Are consistent with your message
- Are free of fact errors
- Meticulously cite source materials
- Where appropriate, include 5 or more credible sources of information
- Encourage me to keep reading with use of flow and narrative
- Are truthful and accurate
- Demonstrate a strong understanding of the client and their needs, as well as an understanding of issues and opposition the client faces
- Clearly support arguments with research

Points Off:
I take 2 points off for each of the following:
- Grammatical, spelling or typographical errors
- AP style errors
- Badly organized paragraphs
- Puffy language

I take 10 points off for:
- Misspellings of your organization's name, or any proper name
- Missing citations
- Fact errors
- Using the wrong format
- Failing to include or address something I specifically request in an assignment
- Not using page numbers

Papers will receive an F if:
- They are late
- They don't include necessary citations