PUR 6005   Public Relations Theory

Fall 2023   Thursdays, 1:55-4:55pm
                         Weimer 3028

Professor: Rita Men, Ph.D., APR
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                         Phone: 352-294-2897
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Office Hours: By appointment (Feel free to email me anytime! ☺)

COURSE DESCRIPTION:

This course provides an in-depth exploration of the theoretical foundations of public relations. It examines various theoretical perspectives and frameworks that underpin the practice of public relations, enabling students to critically analyze and apply these theories to real-world scenarios. Emphasis is placed on understanding the evolution of public relations theory, its relevance to contemporary practice, and its implications for organizational decision-making.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

1. Demonstrate a comprehensive understanding of key theories and concepts in public relations.
2. Evaluate the strengths and limitations of different theoretical approaches within the field of public relations.
3. Apply theoretical frameworks to analyze and interpret public relations cases and campaigns.
4. Synthesize theoretical knowledge with practical insights to develop effective public relations strategies.
5. Develop a research proposal suitable for a master's thesis or a manuscript for an academic conference.

RECOMMENDED TEXT:

Botan, C. H., & Sommerfeldt, E. J. (2023). *Public Relations Theory III: In the Age of Publics.* Routledge.

COMMUNICATION METHODS:

The instructor works normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you may expect a reply within 24 hours. *(Note: Normally, I reply as soon as I see your*

email. Please don't hesitate to contact me with any questions! ☺). You're also welcome to meet with me in my office upon appointment.

For technical issues with Canvas, please contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. http://helpdesk.ufl.edu/

OTHER CLASS POLICIES:

- **Students with Special Needs:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.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 Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://ufl.bluera.com/ufl/. 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.
- **Academic Honesty:** The University of Florida Honor Code applies to all activities associated with this class.
    - ✓ 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.
    - ✓ You can review UF's academic honesty guidelines in detail at: https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module
- **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
- **Respect for Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

GRADING:

Grades are *earned* via five modes: (1) Written Assignments; (2) Discussion Leader (3) Case Presentation; (4) Research Project; (5) Class Participation and Engagement. Details of the assignments/projects can be found on p. 10.

Area	Percent of Grade
Written Assignments	25%
Discussion Leader	10%
Case Presentation	10%
Research Project	40%
Class Participation	15%
	100%

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below E

- All assignments are due on the specified dates. Any assignments turned in late will be assessed penalty points per calendar day. Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion thereof) beyond the time they are due.

- For more information on current UF grading policies, see
  https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE SCHEDULE:

Date	Content/Topics
Week 1	
August 24	**Course Overview and Syllabus Review**
	Theoretical Paradigms in Public Relations

Readings:

Toth, E. L. (2009). The case for pluralistic studies of public relations: Rhetorical, critical, and excellence perspectives. In R. L. Heath, E. L. Toth, & D. Waymer (Eds.), *Rhetorical and critical approaches to public relations II (*pp. 48–60). Routledge.

Zhou, A., Capizzo, L. W., Page, T. G., & Toth, E. L. (2023) Exploring public relations research topics and Iinter-cluster dynamics Through computational modeling (2010-2020): A study based on two SSCI journals, *Journal of Public Relations Research, 35*(3), 135-161, DOI: 10.1080/1062726X.2023.2180373

Optional:
Toth, E. L. (2010). Reflection on the field. In R. L. Heath (Ed.), *The SAGE handbook of public relations* (pp. 711–722). SAGE Publications

Week 2
August 31   Open Systems and the Excellence Theory

Readings:

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

Grunig, J. E., Grunig, L. A., & Dozier, D. M. (2009). The Excellence Theory. In C. H. Botan and V. Hazleton (eds.) *Public Relations Theory II* (pp. 19-54). Lawrence Erlbaum Associates.

Hung-Baesecke, C. F. J., Chen, Y. R., & Lan, N. (2021). The Excellence theory –Origins, contribution and critique. In C. Valentini (Ed.), *Public relations* (pp. 313-334). Berlin: De Gruyter Mouton.

Week 3
September 7   Relationship Management

Readings:
Grunig, J. E., & Huang, Y.-H. (2000). From organizational effectiveness to relationship indicators: Antecedents of relationships, public relationship strategies, and relationship outcomes. In J. A. Ledingham & S. D. Bruning (Eds.), *Public relations as relationship management: A relational approach to the study and practice of public relations* (pp. 23–53). Mahwah, NJ: Lawrence Erlbaum Associates.

Ledingham, J. A. (2003). Explicating relationship management as a general theory of public relations. *Journal of Public Relations Research, 15*(2), 181–198.

Ki, E. J., Huang, Y.-H. C., & Ertem-Eray, T. (2023). Relationship management theory: Its past, present, and future. In C. H. Botan and E. J. Sommerfeldt (Eds). Public relations theory III: In the age of publics (pp. 412-431). Routledge.

***Assignment #1 DUE

Week 4
September 14   Reputation Management

Readings:

Kiousis, S., Popescu, C., & Mitrook, M. (2007). Understanding influence on corporate reputation: An examination of public relations efforts, media coverage, public opinion, and financial performance from an agenda-building and agenda-setting perspective. *Journal of Public Relations Research, 19*(2), 147–165.

Stacks, D. W., Dodd, M. D., & Men, L. R. (2013). Corporate reputation measurement and evaluation. In C. E. Carroll (Ed.), *The handbook of communication and corporate reputation* (pp. 559–573). Malden, MA: Wiley-Blackwell

Optional:
Fombrun, C. J., Gardberg, N. A., & Sever, J. M. (2000). The Reputation Quotient: A multi-stakeholder measure of corporate reputation. *The Journal of Brand Management, 7*(4), 241-255.

Week 5
September 28 Rhetoric and Persuasion

Readings:

Heath, R.L., Frandsen, F. (2008). Rhetorical perspective and public relations: Meaning matters. In: Zerfass, A., van Ruler, B., Sriramesh, K. (eds) Public relations research. VS Verlag für Sozialwissenschaften. https://doi.org/10.1007/978-3-531-90918-9_23

Porter, L. (2010). Communicating for the good of the state: A post-symmetrical polemic on persuasion in ethical public relations. *Public Relations Review, 36*, 127-133. https://doi.org/10.1016/j.pubrev.2009.08.014

Optional:
Robert L. Heath (2000) A Rhetorical Perspective on the values of public relations: Crossroads and pathways toward concurrence, *Journal of Public Relations Research, 12(*1), 69-91, DOI: 10.1207/S1532754XJPRR1201_5

Week 6
September 21 Media Relations & Digital Engagement

Readings:

Lan, X., & Kiousis S. (2023). Media relations: Research, theory, and the digital age. In C. H. Botan and E. J. Sommerfeldt (Eds). Public relations theory III: In the age of publics (pp. 432-451). Routledge.

Zhou, A., & Men, L. R. (2023). Theoretical models for corporate social media use. In C. H. Botan and E. J. Sommerfeldt (Eds). Public relations theory III: In the age of publics (pp. 503-519). Routledge.

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*

Optional:
Men, L. R., Zhou, A., & Tsai, W.-H. (2022.) Harnessing the power of chatbot social conversation for organizational listening: The impact on perceived transparency and organization-public relationships, *Journal of Public Relations Research, 34*(1-2), 20-44, DOI: 10.1080/1062726X.2022.2068553

*** Assignment #2 DUE

Week 7   **The Evolving Publics and Activism**
October 5

   Readings:

Kim, J. -N., Grunig, J. E. (2011). Problem solving and communicative action: A situational theory of problem solving, *Journal of Communication*, 61(1), 120–149, https://doi.org/10.1111/j.1460-2466.2010.01529.x

Cisek, E. L. (2015). Bridging the gap. Mapping the relationship between activism and public relations. *Public Relations Review, 41,* 447-455. http://dx.doi.org/10.1016/j.pubrev.2015.05.016

Week 8
October 12   **Internal Communication**

   Readings:
Men, L. R. (2021). Evolving research and practices in internal communication. In L. R. Men and A. Tkalac Vercic (Eds). *Current trends and issues in internal communication: Theory and practice* (pp. 1-18). Palgrave Macmillan.

Lee, Y., & Yue, C. A. (2020). Status of internal communication research in public relations: An analysis of published articles in nine scholarly journals from 1970 to 2019. *Public Relations Review, 46*(3), 101906. https://doi.org/10.1016/j.pubrev.2020.101906.

Optional:
Whitworth, B. (2011). Internal communication. In T. Gillis (Ed.), The IABC handbook of organizational communication (2nd ed., pp.

195–206). Jossey-Bass.

Week 9
October 19   **Leadership and Public Relations Effectiveness**

Readings:

Yue, C., Men, L. R., & Berger, B. (2021). Leaders as communication agents. In *In Men, L. R. & Tkalac Vercic, A. (Eds). Current trends and issues in internal communication: Theory and practice (pp. 19-38)*. Palgrave Macmillan.

Men, L. R. (2014). Why leadership matters to internal communication: Linking transformational leadership, symmetrical communication, and employee outcomes. *Journal of Public Relations Research, 26*(3), 256–279.

Optional:
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

Week 10   **Crisis Communication**
October 26
                Readings:

Coombs, W. T. (2017). Revising situational crisis communication theory: The influence of social media on crisis communication theory and practice. In Jin, Y. & Austin, L. (Eds.) Social media and crisis communication (pp. 21-37). Routledge.

Coombs, W. T., & Tachkova, E. (2023). Crisis communication theory: Emergence of a vibrant sub-field of public relations theory. In C. H. Botan and E. J. Sommerfeldt (Eds). Public relations theory III: In the age of publics (pp. 174-190). Routledge.

Optional:
Ma, L. & Zhan, M. M. (2016). Effects of attributed responsibility and response strategies on organizational reputation: A meta-analysis of situational crisis communication theory research, *Journal of Public Relations Research, 28*(2), 102-119, DOI: 10.1080/1062726X.2016.1166367

***Assignment 3 DUE

Week 11.   **Corporate Social Responsibility/Advocacy**
November 2

Readings:

Crane, A., & Glozer, S. (2016). Researching corporate social
responsibility communication: Themes, opportunities and challenges.
Journal of Management Studies, 53(7), 1223-1252. *doi: 10.1111/joms.12196*

Hong, C., & Li, C. (2020). To support or to boycott: a public
segmentation model in corporate social advocacy*, Journal of Public
Relations Research, 32*(5-6), 160-177, DOI:
10.1080/1062726X.2020.1848841

Paula Fernández, Patrick Hartmann & Vanessa Apaolaza (2022)
What drives CSR communication effectiveness on social media? A
process-based theoretical framework and research agenda,
International Journal of Advertising, 41(3), 385-413, DOI:
10.1080/02650487.2021.1947016

Week 12
November 9   Global/International and Intercultural Public Relations

Readings:

Sriramesh, K. & Vercic, D. (2003). A theoretical framework for
global public relations research and practice. In K. Sriramesh & D.
Vercic (Eds.), *The global public relations handbook. Theory, research, and
practice* (pp. 1-19). [https://web-a-ebscohost-
com.lp.hscl.ufl.edu/ehost/ebookviewer/ebook/bmxlYmtfXzg2Nzc5
X19BTg2?sid=c6ae12e4-7364-4b6b-bc2c-7b9d6cd81877@sdc-v-
sessmgr02&vid=3&format=EB&rid=1](https://web-a-ebscohost-com.lp.hscl.ufl.edu/ehost/ebookviewer/ebook/bmxlYmtfXzg2Nzc5X19BTg2?sid=c6ae12e4-7364-4b6b-bc2c-7b9d6cd81877@sdc-v-sessmgr02&vid=3&format=EB&rid=1)

Ni, l., & Sha, B.-L. (2023). Development of intercultural public
relations theory. In C. H. Botan and E. J. Sommerfeldt (Eds). *Public
relations theory III: In the age of publics* (pp. 94-113). Routledge.

Optional:

Molleda, J-C., & Kochhar, S. (2019). Introduction and overview of
global and multicultural public relations. In J-C. Molleda & S.
Kochhar (Eds.), *Global and multicultural public relations*

Week 13
November 16 Discussion on Research Project

Week 14

November 23   HAPPY THANKSGIVING! ☺

Week 15
November 30.   Research Presentations

December 7   Research Paper Due
                Happy end of the semester & Happy Holidays!

Please Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class and work groups.

APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

Individual Assignments

Assignment #1: Essay on excellence in public relations **DUE: September 14**

Choose two tenets or principles from the Excellence Theory that you believe are the most vital for achieving excellence in public relations. These could be principles that you think are particularly innovative, useful, impactful, or relevant to the modern PR landscape. What makes them stand out among other tenets of the Excellence Theory? How do they contribute to effective and excellent public relations practice? Are there any limitations or potential challenges in their application? Provide examples from the real world (organizations, campaigns, or events) that demonstrate the application of these principles. Write a two-page (double-space) essay to address the above questions.

Assignment #2: Reflections on paradigms in public relations **DUE: September 21**

Write a two-page reflection essay on paradigms in public relations research. Compare and contrast each paradigm and address the following questions to your best capacity. How do they differ in their approach to research in public relations? What are the unique strengths and weaknesses of each paradigm? Based on your understanding, which paradigm do you believe is the most effective for studying public relations, and why? Briefly discuss how the chosen paradigms have influenced public relations theory and practice.

Assignment #3: Interview of a public relations scholar **DUE: October 26**

Identify a scholar in the field of public relations whose work aligns with your interests. This could be a professor at a non-UF institution, or a researcher whose papers you have studied. Develop a list of interview questions that delve into their research interests, specific projects, and their perspectives on key PR theories. Also, include questions on their views about the evolution and future trends in PR and advice for emerging PR professionals. Request an interview with the selected scholar. The interview can be conducted in person, over the phone, or through a video conferencing platform. After the interview, write a two-page report summarizing the scholar's views, insights, and advice. Structure your report to cover their research interests and projects, views on PR theory, perspectives on PR's current state and future, and professional advice for students or new professionals in the field. Please attach the interview protocol in the appendix.

Discussion Leader

As part of this course, each student will be assigned to facilitate a class discussion on a specific date. Discussion leaders will need to delve into the assigned topic, preparing a presentation that encapsulates the central theories and key insights from relevant research. To broaden the scope of understanding, discussion leaders should complement the assigned readings with content from published journal articles, ensuring at least 50% of the presentation's content is based on publications outside of the assigned readings. While handing out a print summary is optional, creating a PowerPoint presentation is compulsory. Please upload the draft of your PowerPoint slides to Canvas no later than 11:59 p.m. on the day preceding your facilitation role.

• **Content Summary Presentation (15-20 minutes):** As a discussion leader, you'll present an overview of the materials you've read on your assigned topic. Remember to correctly attribute all sources. Your presentation should delineate the essence of the theory, its historical development, recent research advances, potential future research directions, and implications for the field of public relations.

• **Class Discussion Facilitation** (15-20 minutes): Following your presentation, you'll transition into moderating a class discussion. It's recommended to prepare at least 4 questions to guide this discussion and create individual slides for each.

As a discussion leader, you're tasked with generating a lively, interactive discussion session spanning 30-40 minutes (inclusive of presentation and discussion). The incorporation of activities, exercises, examples, case studies, and other creative techniques to stimulate dialogue is highly encouraged. Envision yourself in the role of a professor, and most importantly, enjoy the process! ☺

Case Study

For the **case study**, each student/team will select a public relations case for analysis and presentation. Summarize and report your case study following the guidelines below in a PowerPoint format.

***Please make sure your analysis is analytical rather than purely descriptive. Apply theories and principles learnt in the class in your case analysis. ***

Case Study Guidelines

1. **Case Selection:** Choose a case that is relevant to the theories discussed in class. The case could be an event, a campaign, a crisis, or an ongoing issue that involves public relations strategies and tactics. The case should be complex enough to allow for a thorough analysis using the theories we've studied.
2. **Background:** Provide a brief background of the case. This should include the organization involved, the situation leading up to the case, and any other relevant contextual information.
3. **Problem Identification:** Clearly identify the main problem or challenge in the case. This could be a communication challenge, a public relations crisis, or a strategic issue that the organization is facing.
4. **Theoretical Framework:** Identify one or more public relations theories that are relevant to the case. Explain these theories briefly and discuss why they are applicable to the case.
5. **Analysis:** Analyze the case using the chosen theoretical framework(s). Discuss how the organization's actions align or conflict with the theory. This should be the most substantial part of your case study.
6. **Evaluation:** Evaluate the effectiveness of the organization's public relations strategies and tactics. Discuss the outcomes of the case and whether the organization was successful in addressing the identified problem or challenge.
7. **Recommendations:** Based on your analysis and evaluation, provide recommendations for how the organization could have better applied public relations theory to address the problem or challenge.

8. **Conclusion:** Summarize the main points of your case study and discuss the broader implications for public relations practice and theory.
9. **References:** Cite all sources used in your case study. Use APA style for your references.
10. **Appendices (if necessary):** Include any additional information, such as charts, graphs, or interview transcripts, that support your analysis but are too detailed or lengthy for the main body of the case study.

Remember, the purpose of this case study is to demonstrate your understanding of public relations theory and its application in real-world situations. Be thorough in your analysis and clear in your writing.

RESEARCH PROJECT:

DUE: THURSDAY, DECEMBER 7

Option 1: Research Proposal Guidelines

The public relations research proposal requires students to work in small teams or individually to develop a research plan to solve a public relations problem. The purpose of the research proposal is for the team or individual to develop a research paper later for academic conferences or journal publications. The proposal should entail the following components and no longer than 20 double-spaced pages excluding references.

- Title Page

- Introduction
    a. What is the study's background? What calls for the study?
    b. What is the purpose of the study? What is the research problem?
    c. What is the significance of the study? In other words, why is this study important?

- Literature Review
    a. What have previous researchers found, wrote, or theorized about this area of public research?
    b. What is the theoretical foundation of the study? What theory/theories are you using to guide your study?
    c. What are the key concepts in the study? How is each defined? What has been studied about each concept in previous literature related to your topic?
    d. Your theoretical arguments to propose the research questions, hypotheses, or conceptual model.

- Research Questions/Hypotheses/Conceptual Model
    a. What are your research questions? Hypotheses?
    b. Diagram your conceptual framework or model.

- Method:

a. What method will you use? Quantitative or qualitative? Survey, experiment, in-depth interviews, focus groups, or content analysis? Why do you choose this method?
b. Who will be your study population or sample?
c. What sampling procedure will you use? Probability or non-probability?
d. How will you recruit your sample and when/where will you conduct the study?
e. How will the concepts be operationalized?
f. Provide the instrument you will use for the study. E.g., survey questionnaire, interview protocol, focus group discussion guide, etc.

- References:
  Follow APA style to list all literature sources used in your proposal. Be sure every source used in the paper is listed in References.

Option 2: Research Paper Guidelines

The public relations research paper requires students to work in small teams or individually to develop a research manuscript for conference presentation or journal publication. The paper should entail the following components and no longer than 20 double-spaced pages excluding references.

- Title Page

- Abstract: The abstract follows the title page and stands alone on a page. This is a 100-word description of the purpose of your study and its major findings.

- Introduction
  a. What is the study's background? What calls for the study?
  b. What is the purpose of the study? What is the research problem?
  c. What is the significance of the study? In other words, why is this study important?

- Literature Review
  a. What have previous researchers found, wrote, or theorized about this area of public research?
  b. What is the theoretical foundation of the study? What theory/theories are you using to guide your study?
  c. What are the key concepts in the study? How is each defined? What has been studied about each concept in previous literature related to your topic?
  d. Your theoretical arguments to propose the research questions, hypotheses, or conceptual model.

- Research Questions/Hypotheses/Conceptual Model
  a. What are your research questions? Hypotheses?
  b. Diagram your conceptual framework or model.

- Method:
  a. What method did you use? Quantitative or qualitative? Survey, experiment, in-depth interviews, focus groups, or content analysis? Why did you choose this method?
  b. Who was your study population or sample?
  c. What sampling procedure did you use? Probability or non-probability?

        d.   How did you recruit your sample and when/where did you conduct the study?

        e.   How were the concepts operationalized?

        f.   Provide the instrument you used for the study. E.g., survey questionnaire, interview protocol, focus group discussion guide, etc.

- <u>Results</u>

  a. What did you find regarding your research questions or hypotheses?

- <u>Discussion and Conclusions</u>

  a. How do your findings complement, contradict, or expand information from existing literature?

  b. What do your findings mean for communication professionals and scholars?

  c. What are the limitations of your study?

  d. What are your suggestions for future researchers in your area of interest?

- <u>References:</u>

  Follow APA style to list all literature sources used in your paper. Be sure every source used in the paper is listed in References.

APPENDIX B: GRADING RUBRICS

GRADING RUBRIC FOR WRITING ASSIGNMENTS

	Superior 100	Excellent 90	Good 80	Fair 70	Poor 0
Completeness	All required components incorporated into submission	Only one component not incorporated	Two or more components not incorporated	Up to half of the required components not incorporated	More than half of the required components not incorporated
Thoroughness	Each topic is treated very thoroughly	Each topic is treated somewhat thoroughly	Only some topics are treated somewhat thoroughly	Some topics are treated somewhat weakly	Each topic is treated only weakly
Relatedness	Very clear that lectures and readings were understood and incorporated well	Clear that lectures and readings were understood and incorporated well	Somewhat unclear that lectures and readings were understood	Submission has questionable relationship to lectures and reading materials	No evidence that lectures and readings were understood or incorporated
Accuracy and/or quality of ideas	Contains well-developed original ideas and/or precisely-worded, accurate information	Contains original ideas and/or accurate information	Contains at least some original ideas and/or some accurate information	Contains few original ideas or some accurate information	Contains only unoriginal ideas and/or inaccurate information
Surface features Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of	Controls very well for surface features (i.e., formatting, spelling, grammar,	Controls well for surface features (i.e., formatting, spelling, grammar, typographical	Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical	Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical	Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting,

sources)	typographical errors, etc.)	errors, etc.)	errors, etc.)	errors, etc.)	spelling, grammar, etc.)

GRADING RUBRIC FOR DISCUSSION FACILITATION

1. Presentation Content (30 Points)
- Exceptional understanding of the topic (10 Points): Comprehensive, accurate, and insightful understanding of the assigned topic. Demonstrates exceptional research including the assigned and additional readings.
- Quality of sources (10 Points): Additional sources are high-quality, relevant, and contribute significantly to the understanding of the topic. All sources are correctly cited.
- Coverage of theory (10 Points): Clear and accurate explanation of the theory, its historical development, recent advancements, and future research directions.

2. Presentation Delivery (20 Points)
- Clarity (10 Points): The presentation is logically organized, and concepts are clearly articulated.
- Engagement (10 Points): The presenter effectively engages the audience using a variety of strategies such as questions, activities, exercises, or cases.

3. PowerPoint Slide Quality (10 Points)
- Design (5 Points): The slides are visually appealing, easy to read, and complement the spoken presentation.
- Content (5 Points): Each slide is relevant, informative, and helps to enhance the understanding of the topic.

4. Discussion Facilitation (40 Points)
- Prepared questions (10 Points): At least 4 thought-provoking questions are prepared that generate substantive discussion.
- Facilitation (10 Points): The facilitator effectively engages the class, encourages participation, and moderates discussion smoothly.
- Time management (10 Points): All segments of the presentation and discussion are effectively timed and the total session lasts 30-40 minutes.

Note: Late submissions of draft PowerPoint slides will result in a 5-point deduction. Incomplete or incorrect citation of sources will also result in points deduction. Be sure to adhere to academic integrity guidelines.

GRADING RUBRIC FOR CASE PRESENTATION

1. Case Selection (10 points):
   - The case is relevant to the theories discussed in class (5 points)
   - The case is complex enough to allow for a thorough analysis (5 points)
2. Background (10 points):
   - Provides a clear and concise background of the case (5 points)
   - Includes all relevant contextual information (5 points)
3. Problem Identification (10 points):
   - Clearly identifies the main problem or challenge in the case (5 points)
   - Problem or challenge is relevant and significant (5 points)
4. Theoretical Framework (15 points):
   - Identifies relevant public relations theories (5 points)
   - Provides a clear explanation of the theories (5 points)

- Justifies why the theories are applicable to the case (5 points)
5. Analysis (20 points):
    - Provides a thorough analysis of the case using the theoretical framework(s) (10 points)
    - Discusses how the organization's actions align or conflict with the theory (10 points)
6. Evaluation (15 points):
    - Evaluates the effectiveness of the organization's public relations strategies and tactics (7 points)
    - Discusses the outcomes of the case and whether the organization was successful (8 points)
7. Recommendations (10 points):
    - Provides clear and feasible recommendations based on the analysis and evaluation (5 points)
    - Recommendations demonstrate a deep understanding of public relations theory (5 points)
8. Conclusion (5 points):
    - Summarizes the main points of the case study (2 points)
    - Discusses the broader implications for public relations practice and theory (3 points)
9. References (5 points):
    - All sources are properly cited using APA style (3 points)
    - References are relevant and credible (2 points)
10. Writing Quality (10 points):
    - The case study is well-organized and easy to follow (3 points)
    - The writing is clear and free of grammatical errors (4 points)
    - The case study adheres to the specified format (3 points)