Instructor: Dr. Craig E. Carroll
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Office Hours: By appointment. Best availability, Sunday 1-5pm Eastern
M-R 8-11pm, Saturdays 8am-12pm Eastern

Course Description
This course examines the fundamental roles that communication plays in corporate reputation affairs, including its
- production
- conceptualization
- dimensions
- topics and attributes
- associations
- monitoring
- measurement
- evaluation
- management
- effects
- valorization
- valuation

GENERAL DESCRIPTION OF THE COURSE

Objectives
Students are expected:
1. To become familiar with the key questions, assumptions, problem areas and potential contributions that the different disciplinary perspectives within communication offer to matters tied to corporate reputation.
2. To learn:
   - how, where, and why corporate reputations emerge,
   - what the organizational, communicative, and relational consequences are,
   - how organizations should respond, and
   - how one should lead the organization's responsive process;
3. To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
4. To gain experience with the variety of methodologies that can be applied to the measurement and management of corporate reputation;
5. To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.
6. Develop skills by writing and proposing a strategic communication plan focused on corporate reputation plan, including situation analysis, formative and evaluative research, strategy, and tactics.
Course Format:
This course consists of readings, discussions, case studies, and a consulting project proposal. There are few lectures. This course is organized as a journey where exploration, reflection, and co-construction of knowledge occurs rather than definitive, expert answers given.

| GRADES |
|---|---|---|
| **Final grades will be determined according to the following weights:** |
| **Percentage Allocations** |
| 1. 12 Discussion Forum | 30% | 2.5 pts each |
| 2. Four (4) Quizzes | 20% | 5 pts each |
| 3. Case in Point (Due Week 4) | 05% |
| 4. Original Case Study (Due Week 9) | 15% |
| 5. Consulting Project | |
| a. Preliminary Plan with Goals/Objectives (Due Week 8) | 10% |
| b. Formative Research Plan (Due Week 10) | 10% |
| c. Consulting Project/Plan (Due Week 12) | 10% |

Grading Scale
The grading scale for the course is as follows:
Grading Scale:
A 92-100 points C 72-76 points
A- 90-91 points C- 70-71 points
B+ 87-89 points D+ 67-69 points
B 82-86 points D 62-66 points
B- 80-82 points D- 60-62 points
C+ 77-79 points F below 60 points

FYI, University’s Grading Policy:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Grades for this graduate course will be based on the total points earned over the term.
GENERAL REQUIREMENTS OF THE COURSE

Online Course Administration
Sakai (https://lss.at.ufl.edu) will be used to administer the course communication, materials (i.e., PowerPoint files, reaction comments / discussions, readings, assignment guidelines, quizzes) and grades.

Required Course Texts
3. A Reading Packet available through Sakai. Please see the course schedule for the complete list of readings. There may be additional readings in the form of handouts or Sakai postings at various times during the term.

Software, Hardware, and Internet Access:
Students are expected to have the following at their disposal:
- Internet access
- a University of Florida email account,
- a Google account
- a Twitter account
- Microsoft Office Word, PowerPoint, Excel 2010 or more recent,
- Adobe Acrobat Reader 10.0
- Computer audio/visual capabilities (microphone/camera)
- Photo editing software

- Students are expected to know the norms and etiquette for using email, Discussion boards, weblogs (blogs), Twitter, and wikis.
- Students are expected to have basic skills for using Google docs (docs, forms, sheets, and slides), basic PowerPoint, basic Excel, and basic Word.
- Use of alternative software packages to Microsoft or Adobe products must be converted to appropriate formats: *.docx, *.xlsx, *.pptx, *.pdf, etc.
- Students are expected to learn on their own, attend a workshop, or consult a peer for these learning technologies. Your instructor does not advise on these techniques.

DESCRIPTION OF ASSIGNMENTS

Weekly Postings on the Discussion Forum 30% (12, 2.5 pts each)
- Each week students will submit short essays in response to discussion questions posted by your instructor on the SAKAI Discussion Forum.
- The essays must have a minimum of 250 words.
- Students should use argument rather than narrative.
- Students should incorporate key ideas from the readings as the basis of their responses.
Online Quizzes (5 pts each)
- The four (4) quizzes of the course are designed to test the graduate student’s knowledge of the main ideas covered in each of the modules, including readings, handouts, and online discussions as specified in the syllabus.
- The quizzes will be multiple-choice and non-cumulative.
- Grades will be posted on Sakai.

Short Case Study: Due Week 4
- Students will submit a 2-page, single-spaced case study of a contemporary organization facing a reputation challenge.
- The case study should be modeled after Smith (2013) pp. 34-35, with one exception. That is, students should use headings in between sections.
- Consult the Assignment guidelines for details concerning the assignment and its delivery.
- The above list of items constitutes the Assignment Guidelines for this assignment.

Consulting Project - Situation Analysis and Formative Research Plan: Due Week 8
For your consulting project proposal, write a short formative research plan that includes two parts.
1. Part 1 consists of the Situation Analysis, Organizational Analysis, and Publics Analysis modeled after Planning Examples at the end of each chapter.
2. Part 2 consists of Research Questions and a proposed methodology for answering the questions based on the Checklists at the end of each chapter. Pay attention that some chapters have more than one checklist.
- Consulting project “clients” are listed on the Case Studies tab (left hand side) in SAKAI. Claim a case by entering your name on the SAKAI Wiki sign up page for the consulting projects. Cases are claimed on a first-come, first serve basis.
- No two students may select the same case study topic.
- The above list of items constitutes the Assignment Guidelines for this assignment.

Original Case Study Due Week 9
- Students will submit a 7,500 word case study that describes an organizational problem or crisis modeled after the organizational and writing styles of the case studies posted on our Sakai site.
- Students should strive for the case's usefulness and general value to the profession and the classroom. The case should address the significance of the business problem, the critical issues identified, and how it relates to corporate communication and corporate reputation.
- Students will include an abstract (50 to 100 words) and a PowerPoint.
- Consult the Assignment Guidelines for details concerning the assignment and its delivery.
- All case organizations and focal topics must be approved ahead of time via SAKAI Wiki page on a first-come, first serve basis. No two students may select the same case study topic.
- The above list of items constitutes the Assignment Guidelines for this assignment.
Consulting project: Reputation Management Goals and Objectives: Due Week 10

- This report should model Smith's (2013) "Planning Example 4" precisely, including a position statement, goals and objectives.
- Students should use the "Elements of Objectives" (Smith, 2013, p. 101-103) as their criteria for evaluation.
- Students should also consult "Developing Objectives," (Smith, 2013, p. 106-107), "Writing Objectives," (Smith, 2013, 107-108), and "Poorly Worded Objectives" (Smith 2013, p. 109) as the guides. In addition, the lecture material will be helpful for this assignment.
- Objectives should be properly-worded based on the examples of properly-worded and poorly-worded examples in the textbook boxed examples within the text.
- The above constitute the Assignment Guidelines for this assignment.

Consulting Project/Proposal (20%) Due Week 12

- Students will submit a case solution using the strategic planning model presented by Smith (2013), consisting of a 15-page single-spaced paper (font size = 12), and a PowerPoint PPTX.

WORKING WITH YOUR INSTRUCTOR

Instructor Contact

Instructor Availability

- As an online course, your instructor is available by appointment by phone, Skype or Google Hangout.
- Feel free to set up a time to discuss any matters related to course work, academic and/or career advising, or anything else you would like to discuss.
- Please be aware that your instructor may not always be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response.

Communication from Your Instructor

- For "up-to-date" information, your instructor will keep all announcements to the class posted via the Announcements tab.

Communication from Students

- Personal emails from students are always welcome.
- Emails pertaining to the curse should be directed through SAKAI. Please check the box so that I receive a copy in my regular email, but still have access to all of your messages through SAKAI.
- Emails unrelated to the course can be sent straight to craig.carroll@jou.ufl.edu.
- Use our online discussion forum, FAQ (Frequently Asked Questions) for questions that concern the whole class.
- Use private email through SAKAI for questions that you concern only you (e.g., grades, personal situation, etc.)
• Except for emergency situations when it cannot be avoided, contact your instructor well in advance of a deadline in order to give me adequate time to respond you.
• Upon receipt of feedback or grades from assignments, please wait 48 hours before contacting the instructor for questions or discussion. (This is a nice, guaranteed "cooling off" period to ensure our discussion is helpful.)

**Class Policies**

You are expected to

• complete the readings and assignments ahead of schedule;
• engage in thoughtful online discussion that advances knowledge;
• ask pertinent and productive questions of your instructor and fellow students;
• demonstrate command of the subject matter;
• develop and offer your own insights and opinions;
• contribute to the collective learning of all participants.

**Class Participation Expectations**

Class participation includes the degree to which you

• bring up insightful ideas,
• create constructive debates with your classmates,
• contribute to the learning of your classmates, and
• maintain a professional and civil level of conduct that does not interfere with the learning or dignity of anyone in our class.

**General Student Expectations**

Students are expected to:

1. Complete assigned readings (before engaging in online discussion);
2. Engage in online discussions;
3. Ask good questions
4. Create value and knowledge
5. Contribute to the learning of his or herself, classmates, and professor;
6. Be honorable and to observe standards of conduct appropriate to a community of scholars

**Extra Credit**

• Extra credit means extra work on top of core assignments.
• Extra credit is not available for students who have not submitted all assignments on time.
• Extra credit is not available for assignments that have incurred penalties.
The University of Florida Honor Code

The University of Florida Honor Code applies to all work related to this online graduate course (see page 10).

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, 392-1261.

You can review UF’s academic honesty guidelines in detail at: http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php

Students with Challenges

- I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality.
- If you are serious about improving your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.
- In order to address academic needs, I must be informed of the student’s circumstance at the beginning of the semester before performance becomes a factor.
- The steps are:
  1. Students must register with the Dean of Students Office.
  2. DSO provides your instructor documentation.
  3. Student submits documentation to your instructor.
  4. If needed, your instructor contacts DSO.
This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student’s ability to succeed in this course.

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**CLASS SCHEDULE**

**Module 1: Communication's Multi-disciplinary Perspectives / Corporate Reputation**

*Objective: To become familiar with the key questions, assumptions, problem areas and potential contributions the different disciplinary perspectives within communication offer to matters tied to corporate reputation*

**WEEK 1: DEFINITIONS OF CORPORATE REPUTATION**

*Objective*

To become familiar with the key questions, assumptions, problem areas and potential contributions the different disciplinary perspectives within communication offer to matters tied to corporate reputation

*Readings*


**WEEK 2: HUMAN COMMUNICATION DISCIPLINES OF CORPORATE REPUTATION**

*Objective*

To become familiar with the key questions, assumptions, problem areas and potential contributions of human communication disciplines tied to matters of corporate reputation

*Readings*

WEEK 3: MASS COMMUNICATION DISCIPLINES OF CORPORATE REPUTATION

Objective
Objective: To become familiar with the key questions, assumptions, problem areas and potential contributions of mass communication disciplines tied to matters of corporate reputation

Readings
**Module 2: Understanding Corporate Reputation**

**WEEK 4: DIMENSIONS OF CORPORATE REPUTATION: PROMINENCE, ESTEEM, ATTRIBUTES, ASSOCIATIONS**

**Objective**

To learn about the primary dimensions of corporate reputation (Prominence, Esteem, Attributes, Associations)

**Readings**


**WEEK 5: REPUTATION ATTRIBUTES**

**Objectives**

To learn about the primary attributes that are the focus of corporate reputation

**Readings**


**WEEK 6: INFLUENCES ON REPUTATION**

**Objectives**

To learn how, where and why corporate reputations emerge and what the organizational, communicative, and relational consequences are.

**Readings**


**WEEK 7: REPUTATIONAL CONSEQUENCES**

**Objectives**

• To learn about the effects of corporate reputation.

**Readings**


Module 3: Measuring Reputation in Communication Research

WEEK 8: CORPORATE REPUTATION, COMMUNICATION, AND FORMATIVE AND EVALUATIVE RESEARCH

Objective
To gain exposure to variety of methodologies that can be applied to the measurement and management of corporate reputation.

Readings

WEEK 9: COMMUNICATION STRATEGY AND REPUTATION BUILDING

Objectives
- To develop skills by writing and proposing a strategic communication plan focused on corporate reputation plan, including situation analysis, formative and evaluative research, strategy, and tactics.
- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To gain experience with the variety of methodologies that can be applied to the measurement and management of corporate reputation.

Readings
WEEK 10: COMMUNICATION RESEARCH METHODOLOGIES AND REPUTATION

Objectives
To gain exposure to variety of methodologies that can be applied to the measurement and management of corporate reputation.

Readings

Module 4: Managing Reputation through Communication

WEEK 11: HOW CAN CORPORATE REPUTATION BE MANAGED, OR CAN IT?

Objectives
To become familiar with the key questions, assumptions, problem areas and potential contributions that the different disciplinary perspectives within communication offer to matters tied to corporate reputation.

To learn:
- how organizations should respond, and
- how one should lead the organization’s responsive process;

Readings
Module 5: Putting it All Together

WEEK 12: HOW CAN CORPORATE REPUTATION BE MANAGED, OR CAN IT?

Objectives
1. To learn:
   - how organizations should respond, and
   - how one should lead the organization's responsive process;
2. To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
3. To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.
4. Develop skills by writing and proposing a strategic communication plan focused on corporate reputation plan, including situation analysis, formative and evaluative research, strategy, and tactics.

Readings