COMM 430: Integrated Marketing Communication Strategies I: Public Relations
Fall 2015
Dr. Garnet Butchart
Duquesne University

TEXTBOOKS:

Coombs, W. T., & Holladay, S. J. (2014). *It's not just PR: Public relations in society* (2nd ed.). Malden, MA: Blackwell.

Halpern, O. (2015). *Beautiful data: A history of vision and reason since 1945.* Durham, NC: Duke University Press.

Jarvis, J. (2011). *Public parts: How sharing in the digital age improves the way we work and live.* New York, NY: Simon and Schuster

Keen, A. (2015). *The Internet is not the answer.* New York, NY: Atlantic Books.

Swann, P. (2014). *Cases in public relations management: The rise of social media and activism,* (2nd ed). New York, NY: Routledge.

COURSE PURPOSE AND LEARNING OBJECTIVES:

Catalogue description: Instructs students in the principles of Integrated Marketing Communication (IMC) for Public Relations contexts. Interpersonal, organizational and managerial strategies are integrated through theories of persuasion. Students learn rhetorical versatility and responsiveness in managing dialogue with diverse publics. This versatility is based on principles of persuasion, intercultural communication and crisis communication management for organizations. This course prepares students for advanced internships and employment in integrated marketing communication contexts.

Course structure and learning objectives: This course follows a humanities approach to learning. Rather than view the course as a transfer of knowledge, we will pursue collaborative learning through student-driven discussion. Students will engage course material through oral presentations, written reflection papers, and a collaborative (team) writing-intensive PR project with an off-campus client. The **objective of the course** is to challenge you to create links between IMC theory and practice, and philosophical perspectives on human communication relevant to contemporary PR contexts. Among the course outcomes is increased student confidence in "walking the humanities into the marketplace."

Fall 2015 course overview: What does "public" mean in public relations? Is it different from *stakeholder*, *network*, *community*, or *audience*? If so, how? What are the organizational benefits of being public rather than private in a digitally networked world? What are the practical benefits of the Web's so-called "sharing economy"? What are the implications of the accumulation of consumer data? Who controls that data, what does it look like, and how can it help us to imagine present and future contexts of PR? With these thematic questions as backdrop, the course

integrates professional and scholarly IMC literature with some of the most recent and fascinating cultural, historical, and philosophical investigations of PR, the Internet, social media, and communication networks.

COURSE REQUIREMENTS:

1. PR case presentation and respondent (25%): Teams present one PR case from Swann (15%). Teams serve as respondent for a second case (10%). Objective: Stimulate interactive learning via presentation and discussion. Outcome: Sharpened skills in research, analysis, and presentation of diverse data.

2. Reading reflections (20%): Weekly, focused reflections on issues raised by Keen, Jarvis, and Halpern. Objective: Reflect on issues raised by the readings, and prepare a written response. Outcome: Skill in forging connections between PR topics and humanities scholarship in communication.

3. IT data log and report (20%): Produce a log of one typical 12-hour weekday and one typical 12-hour weekend of your IT activity. Write a report linking your data to two or three main issues raised by course readings. Objective: Grounded appraisal of claims made by course authors. Outcome: Refined understanding of the practical implications of course themes and theoretical perspectives in PR.

4. PR client project (25%): Students work in teams to assist an off-campus client with its PR needs. Objective: Teams undertake research to understand the client and its industry, prepare a communication audit and, based on the findings of that audit, develop an actionable *social media PR plan* or *emergency PR plan*. Outcomes: Valuable entry-level IMC experience and deliverables for student portfolios.

5. Attendance and participation (10%): Quality participation includes active contribution to class by initiating discussion of topics raised by the readings, posing or responding to questions, and offering examples. Reflection papers are the best way to help you score full points for participation.

TENTATIVE SCHEDULE:

Week	Topic & Reading	Reflections	Presentations	Projects
1	Introductions; 1. Swann Ch. 1			Overview: PR presentations; PR Worksheets 1, 3
2	**PR, Ethics, Internet** 1. Coombs Ch. 1 & 2 2. Swann Case 3 & 5 3. Keen Ch. 1 & 2	Keen 1 or 2	Case 3: _____ Respondents:_____ ___ Case 5: _____	

			Respondents:_____	
3	**Who Practices PR?** 1. Coombs Ch. 3 2. Swann Case 19 & 20 3. Keen Ch. 3 & 4	Keen 3 or 4	Case 19: _____ Respondents:_____ Case 20: _____ Respondents:_____	
4	**PR, Society, Media** 1. Coombs Ch. 4 & 5 2. Swann Case 7 & 12 3. Keen Ch. 5 & 6	Keen 5 or 6	Case 7: _____ Respondents:_____ Case 12: _____ Respondents:_____	Overview: Media Log Report
5	**What Does "Public" Mean?** 1. Jarvis pp. 43-92 2. Keen Ch. 7 3. Swann Case 14 & 21	Keen 7 or Jarvis	Case 14: _____ Respondents:_____ Case 21: _____ Respondents:_____	
6	**What is Private?** 1. Jarvis pp. 93-136 2. Keen Ch. 8 3. Swann Case 25 & 27	Keen 8 or Jarvis	Case 27: _____ Respondents:_____ Case 25: _____ Respondents:_____	
7	**On Futures** 1. Keen, Conclusion 2. "The Future of Morality"	Keen or Morality	Media Log Discussion	Due: Media Log Mid-term
8	**Attention Economy** 1. Jarvis pp. 137-191 2. Halpern Ch. 1 3. Skim Swann Case 4	Halpern	Client Meeting (TBA) Volunteer:_____ Volunteer:_____ Volunteer:_____	Overview: Client Project; PR Worksheet 1
9	**Digital Labor**	Halpern	Volunteer:_____	Overview:

	1. Halpern Ch. 2 2. "Website & Social Media"		Volunteer:_____ ___ Volunteer:_____ ___	COM Audit; PR Worksheet 3
10	**Sharing Economy** 1. Halpern Ch. 3 2. Jenkins, "Web 2.0 is Wrong"	Halpern or Jenkins	Volunteer:_____ ___ Volunteer:_____ ___ Volunteer:_____ ___	Peer Review: Client Profile & COM Audit
11	**Design and Govern** 1. Halpern Ch. 4 2. Jenkins, "Design for Spreadability" 3. "Social Media Campaign"	Halpern or Jenkins	Volunteer:_____ ___ Volunteer:_____ ___ Volunteer:_____ ___	Overview: Social Media Planning
12	**Emergency PR** 1. Swann pp. 154-161 2. Swann Cases 10, 13, & 31 3. "Crisis Communication"	PR Cases	Case 31: _____ Respondents:_____ ___ Case 13: _____ Respondents:_____ ___	Overview: Crisis Planning
13	Team working meeting			Peer review: SM Plan / CR Plan
14	Course wrap up		Client Presentation	Due: Client Report; Synthesis paper