

College of Liberal Arts Adjunct Handbook

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Introduction

Welcome to the College of Liberal Arts at Texas A&M University-Corpus Christi! This document provides adjunct faculty with information for successful teaching. It contains general information regarding procedures such as ordering textbooks, getting your keys, receiving mail, and getting ID cards; it spells out College expectations for adjunct faculty; and it provides a basic summary of good practices in teaching. We hope that you may find it useful. Always remember that department chairs and department faculty can be great resources for any questions and concerns that you may have.

Procedures:

Office

Adjunct faculty member will be assigned space where they may meet with students or leave materials. See your department chair for your office assignment and key(s).

Keys

The department chair will request that keys be made for you to obtain access to your office. You must sign for and pick these up at the Physical Plant office. Adjunct faculty must return keys to physical plant if they are not scheduled to teach in the next long semester. A return receipt must be requested by the adjunct and a copy given to the supervisor/department chair. There is a charge for replacing lost keys.

Mail

Each department has a mailroom with mailboxes for all faculty. Please check your mailbox regularly since important information regarding official class rosters, examination and evaluation forms, and memoranda is distributed through the faculty mailboxes.

ID Cards

University identification cards for faculty, staff, and students are issued by the SandDollar\$ Office located in the University Center. You must provide a picture ID and a copy of your letter of appointment in order to be issued a SandDollar\$ card. This card is required to use the library and to access other University services. SandDollar\$ cards are provided without charge to faculty.

Library

Adjunct faculty have complete access to the resources in the library. Use your SandDollar\$ card to check out or reserve books.

Hours

During the year, the University hours are 8:00 to 5:00 p.m. M, W, R; 8:00 to 3:00 p.m. on Fridays and 8:00 to 7:00 p.m. on Tuesdays. Adjunct faculty are not expected to maintain regular office hours. However, we encourage part-time faculty to make themselves available to students before

and/or after class.

Phones

The College provides each adjunct instructor with a voice mailbox, accessible from both on and off-campus, so that students can leave voice mail messages. Your department's administrative assistant will inform you of your phone number. PIN numbers required for access to long-distance calling are not issued to adjunct faculty. To call off campus, first dial 9.

Pay

Adjunct faculty should see the Business Manager in FC 291A and fill out a form determining how pay is to be distributed: by direct deposit, by mail, or by in-person pick up on campus. The checks are issued on the first of each month or on the next working day after the first.

Parking

To park on campus, faculty must obtain parking permits for a fee. These permits are available at the University Police Department, located in the Physical Plant building.

Before the Semester Begins:

Contracts

Part-time faculty receive contingency contracts. This means that in the event of low enrollment (fewer than 15 students in an undergraduate and fewer than 7 in a graduate class), the course will be canceled. Department chairs, of course, do their best to avoid having to cancel a class.

Courses

Adjunct faculty may be asked to teach lower division courses, or upper division classes in their areas of specialty. Faculty should work closely with the department chair and the full-time faculty in the department on course design and requirements. If faculty are teaching multi-section courses, they should make sure their learning goals and objectives are closely aligned with those of others teaching in that rotation.

Textbooks

Several months before the start of the semester, faculty receive a book order form. Faculty should work closely with the department chair and department faculty on the textbook selection. The department's administrative assistant will order examination or desk copies for instructor use directly from the publisher.

Course Syllabus

The syllabus is an important document for a variety of reasons. It should provide students with a

clear explanation of course requirements. We often look at it as your contract with the students. In addition, the syllabus is a measure of the institution's effectiveness in teaching under the Southern Accreditation Agency (SACS), a review board that every ten years assesses colleges and universities. The syllabus is also the first thing the department chairs turn to in case of grade complaints. All syllabi are submitted to the department chairs and the Core Curriculum Office, if applicable, at the beginning of the semester, where they will be kept on file.

Faculty are expected to take particular care when drawing up this document. Each syllabus should, as a matter of good practice, include the following items:

1. A general description of the course. Please review the description in the catalog for initial information.
2. A list of student learning objectives. Consult with your department chair: are there common objectives for all sections of this course? Objectives should be specific and measurable. Avoid vague statements such as "students will understand the western intellectual tradition" or "master organic chemistry;" instead, for example, state "know and be able to discuss in writing the major criticisms of Skinnerian Psychology."
3. A clear discussion of course requirements/graded work. List due dates, grading criteria, and weight assigned to each activity. Please note that the College expects that students in all courses are asked to submit written work. This can take the form of informal or formal writing, such as short essays, reading responses, journals, exams, papers, exams, etc. We suggest that you consult with faculty in your discipline regarding the appropriate number of graded products in comparable courses. Also check if certain courses in the discipline require research assignments.
4. A policy on issues including (but not limited to):
 - a. late work
 - b. plagiarism (see University catalog)
 - c. missed examinations
 - d. attendance
 - e. classroom tardiness
 - f. classroom behavior
 - g. paper rewrites, if any

Each of these policies should be spelled out as clearly as possible.

5. The texts for the course and any supplementary materials on reserve in the library.
6. A course outline, indicating relevant reading assignments.
7. Any other specific expectations or rules you may have. Be as clear as possible here. (For instance, if you want students to participate in discussions, say so.).
8. It is College policy to include a statement about Academic Advising in every syllabus (see sample syllabus for suggested wording).

9. It is University policy to include a statement for students with disabilities (see sample Syllabus for suggested wording).

Course/Program Assessment

Each program is required to demonstrate how individual courses help achieve broader program goals and objectives. Some courses require that instructors give pre- and post-tests to measure student learning. Others use a portfolio method of assessment. As you construct your syllabus, please discuss with your department chair how the course you are teaching participates in program goals and how student learning in this course is being assessed.

Computer-Aided Instruction

The University supports instructors' use of WebCT in the classroom. WebCT is a virtual learning tool that allows instructors to create online discussion forums, mail systems, and spaces to post information. Please see islandonline.tamucc.edu/islandonline.php for information on how to set up an account, or call the Islandonline Help Desk at 2825. A trainer is available to help you set up your course as well.

When the Semester Begins:

Class Rolls

Class rosters are available online, or from your department's administrative assistant. Please check these rosters in class by calling the names on the roster to make sure that students are attending class.

If students are attending but their names are not on the roster, tell them to go to the Registrar's Office (in the Student Services Center - locally called the "round building") for assistance. If a student's name is on the list but the student is not attending, please notify your department chair or administrative assistant so the student can be contacted. An "Official Census Day Roster" will be in your mailbox two weeks into the semester and must be returned, signed, to the department's administrative assistant.

Record Keeping

Please be sure to keep careful and accurate records of all grades assigned for individual assignments, as well as student absences, if attendance is part of your grading. The department can provide grade books for your use, or you can keep records electronically. Grade books or spread sheets must be turned in to the department chair at the end of your contract, to be kept for at least one semester after the completion of the course.

Failing Grades

Some faculty have asked whether we give the grade of F at A&M-Corpus Christi. The answer is yes. If, in your judgement, the student has gotten little or nothing from the course as measured by papers and/or examinations then it is not only permissible but necessary to give the failing grade. Also the student who is registered in the course but simply fails to show up -- or who abandons the class but does not withdraw -- should be failed.

Expectations from Students:

Time

At the upper-division level it is not unreasonable to expect students to do between 2 and 3 hours of outside work for each hour in class, or 6 to 9 hours a week for the usual 3 hour class. Assuming a normal reading speed, this means a student could easily read 60-100 pages of common text material each week. The amount depends heavily on the inherent difficulty of the material. The overall time requirement should take into account the amount of time expected on other things like exam preparation and paper writing. It is useful to think through these time demands in advance to avoid creating an excessive workload and so that you can easily respond to questions about demand levels.

Attendance

Students are responsible for attending classes and for knowing what went on in each class. Missing a class is never an excuse for missing information. Attendance policies differ—some faculty regularly take attendance while others do not. However you decide to approach this, be sure to outline your policy in your syllabus.

Disruptions

Disruptive students are rare at A&M-Corpus Christi, but problems can occur. The first step is to try and deal directly with the student, in private if you can arrange it. If that proves ineffective, you can eject a student from a class for being disruptive. Call Campus Police at extension 4444 if you or the students feel threatened. Often the department chair and/or area faculty know about problem students, so if you are having some difficulty, please ask.

Study (Dead) Week

The last full week of classes during the long semester is designated as Study Week. Classes will continue as scheduled. Examinations, presentations or papers that have due dates during Study Week must be announced to the students on the syllabus during the first week of classes.

Students with Disabilities

Students with disabilities should present you with documentation informing you of any type of special arrangement that they need to succeed. If you need information regarding any of these arrangements, call Disability Services at extension 5816. Contact the University Counseling Center (2703) if you have a student who displays emotional problems or asks for help with them.

Adding or Dropping a Course

The grade of **W** will be assigned to any student officially dropping a course by the date stated in the class schedule (end of the tenth week of classes in the fall and the spring semesters and end of the third week during summer sessions). No student is eligible to receive a **W** without completing the official drop process by this deadline. After the **W** date listed in the class schedule, a student will not be allowed to drop a course. During the refund period, the Change of Registration Form must be processed by the Business Office before submitting it to the Office of Admissions and Records. A change of section or a change to or from audit is a change of registration and requires that the add/drop process be followed.

Withdrawal from the University

A student who finds it necessary to withdraw from the University must file a Withdrawal Form in the Office of Admissions and Records. The deadline for withdrawing from the University is the Thursday of the last week of classes during a long semester (fall or spring) and the day before final examinations during a summer session.

Incompletes

Incompletes should be given only in cases of extreme need, such as illness during the time of an examination, or emergencies out of the student's control. A student is eligible to receive an incomplete if s/he has completed 75% of the coursework. Note that students must initiate all requests for Incompletes. Both the student and the instructor must then fill out an Application for Incomplete Grade Notation form, and the application must be approved by the department chair. Forms are available in each the department.

Policies:

Copying Copyrighted Materials

The following guidelines are not a definitive statement on violations of copyrighted materials. They are intended to give faculty some rules for proper photo copying of material for educational use.

1. A single copy may be made of most copyrighted material when it is used for scholarly research or teaching.
2. Multiple copies may be made for distribution to the students in a class if each copy indicates that it is copyrighted material and it is brief (i.e. less than 250 words if a poem or, if prose, less than 2500 words or 10% of the work.) AND if the use is spontaneous. Essentially the latter means that the material is necessary for the class and there wasn't time to solicit and receive permission. There can be no more than one instance of such copying in a semester.
3. Teachers cannot repeatedly and in advance make multiple copies of any copyrighted materials. Therefore, they cannot create any sort of anthology without written

permission from the holder of all copyrights.

Please be very careful about photocopying. We should be setting a good example for our students. The same admonition applies to copying copyrighted software for computers. The staff will inform you if your request for photocopying violates good practice.

Missing a Class

Faculty are expected to meet all classes. However, illness or a major emergency may force an absence. In such a case, make alternative arrangements in advance if at all possible. Another faculty member in the discipline may be able to take over. Another option might be to show an appropriate movie or video. In any case, notify your department chair if you must miss a class.

Cheating and Plagiarism

The best way to handle dishonesty is to prevent it in the first place. This can be done by carefully designing papers and examinations so cheating is very difficult (for example, using two different forms of an answer sheet, or carefully assigning paper topics). Plagiarism can be reduced by meticulously explaining what it is; students may not be fully aware of how we define plagiarism. However, violations can still occur. The instructor has a number of options based largely on the judged severity of the violation. These vary from requiring the offender to retake a test to awarding an "F" in the course.

Keep in mind the following:

- a. Before acting on a suspicion make absolutely sure that the student's actions actually constitute a case of plagiarism.
- b. Before acting, discuss the case with your department chair.
- c. Talk with the student. Be sure he/she understands what you are doing and why.
- d. If at all possible, avoid confrontational disputes because no one wins these.

As always, you may wish to consult with your department chair on the appropriate way to proceed.

Support Services:

Media

The Media Services Department (extension 2602) provides support for classroom use of film, video, television, and so forth. The Bell Library Media Collection offers a substantial number of films and videos for classroom use. Arrangements can be made to have a film or video set up in any classroom. It is advisable to make these arrangements well in advance (before the beginning of the term, if possible).

Also, Media Services can provide slide projectors and opaque projectors, and they can make up transparencies to use with the overhead projectors located in all classrooms. These latter items usually require only a day or two of advance notification.

Administrative Assistants

Each department has an administrative assistant who assists faculty in class preparation. The assistant may help you with duplication, test preparation, transparency creation, phone messages, etc. See contact information at the end of this handbook.

Library

The A&M-Corpus Christi Bell Library has professional reference librarians who offer library orientations and tours tailored to specific needs. These can be very helpful in certain classes. A week or two is generally sufficient notice. The reference librarians are also available to help faculty locate needed materials.

Computers

The University supports a wide variety of computer aided instruction. Please discuss your needs with your department chair. If you need help with the computers in your office, call the CLA Computer Staff at extensions 3449 or 2163, or the University Help Hotline at extension 2692 for assistance. For access to a computer account, contact the department's administrative assistant. If you need help with the computer in your classroom, call Media Services at 2657.

Supplies

The college will supply necessary paper, pens, grade books, duplication services, and other such materials that are directly used in teaching. If you need something special for a class, you may put in a request with the department chair.

Good Teaching:

The purpose of this section is to provide very general guidelines for successful teaching. Here are some basic "dos" and "don'ts" (in no particular order).

DON'T

- Spend your time reading to students in class. They can all read.
- Change the rules of the course as you go along. Decide all the basic procedures before the term starts, write them in the syllabus and then stick with them. If you must change something write it down and distribute it to the class. Don't rely on in-class announcements.
- Use offensive language unless it is relevant to the material of the course. Some of our students are quite sensitive.
- Make assignments that involve any substantial expenditures of money. Some students are on very limited budgets.

- Lecture straight from the textbook. Sometimes it is necessary to cover directly the material in the text because it is difficult or controversial. However, this may lead to less engaging presentations.
- Be rigid and overly formal.

DO

- Be prepared for each class. This can be very time consuming, but lack of preparation is often a major factor in poor teaching.
- Be willing to engage in discussion. Discussion may not be appropriate in every class session, but allow and even encourage students to respond occasionally.
- Say, "I don't know" when you don't. Trying to bluff an answer can be fatal.
- Be very clear on what is to be graded and how it is to be graded.
- Return graded papers and tests promptly (usually within a week), as a matter of courtesy. In addition, prompt feedback encourages learning.
- Change pace in a class occasionally by using a movie, video, guest speaker, field trip or some sort of class exercise. Members of the faculty are generally willing to go into another's class to do a "guest appearance".
- Relax and have fun. You teach and students learn better when the atmosphere is pleasant.

At the End of the Semester:

Final Grades

Final grades are submitted electronically on Web for Faculty. To access Web for Faculty, log on at <http://sail.tamucc.edu/afhomepg.htm>. You will need to enter your Social Security number (SSN) and your PIN. Your PIN is a six-digit number that represents your birth date and follows an "YYYYMM" format. Thus, if you were born in February of 1956, your PIN is 195602. A memo at the end of each semester summarizes these instructions.

Faculty Evaluations

All college faculty must distribute course evaluations to the students. You will find packets with evaluations, prepared for each course, in your mailbox roughly 3 weeks before the end of the semester. Please ask a reliable student to supervise the process for your class. The instructor is expected to leave the room during the evaluation. Before leaving the room, however, write the course name, course number, and section number on the board. The student in charge distributes and collects the completed forms. After the students have completed the evaluations, the designated student should deliver the evaluations to the Dean's Office (FC 203) or the Library Circulation Desk

(night classes only) immediately following class. Be sure the student is willing to do this. You are not to see or touch the evaluations after the students get them. The results of these evaluations will be mailed to you after the end of the term, and the department chair will discuss them with you (see sample evaluation forms).

All adjunct faculty receive written annual evaluations from the Department Chair, program coordinator, or other member of the permanent faculty as designated by the Department Chair.

We appreciate your efforts - Thanks.

Phone Numbers To Keep In Mind

The following phone numbers may be useful when referring a student to another department is necessary.

Academic Testing Center	2334
Judith Perales, Director	3733
Admissions and Records	2624
Maria Fonseca, Assistant Director	2633
Jerilee Mulligan, Transfer Advisor	2257
Bursar	2600
Career Planning and Placement Center	2628
College of Liberal Arts	2651
Dr. Richard J. Gigliotti, Dean	2659
Wendy Thompson, Senior Administrative Assistant	2659
Dr. Elisabeth Mermann-Jozwiak, Associate Dean	5990
Rebecca Serda, Administrative Assistant	2457
CLA Business Office	
Jan Geyer, Business Coordinator	6044
Zava Kuklinski, Accountant I	5947
CLA Computer Support	
Christina Gonzalez, Systems Support Specialist III	3449
Graduate Assistants	
Ramana Devarapally	2163
Kevin Zhang	2163
Department of Art	
Mr. Jack Gron, Chair.	3473
Julie Rodriguez, Administrative Assistant	2317
Department of Communication and Theatre	
Professor J. Don Luna, Chair	5988
Linda Villarreal, Administrative Assistant	2316
Department of English	
Dr. David Mead, Chair	2360
Lucy Medina, Administrative Assistant	3457
Department of Humanities	
Dr. Anthony Quiroz, Chair	5985
Marti Beck, Administrative Assistant	5783

Department of Music		
Dr. Sam Logsdon, Chair		2761
Nora Cartwright, Administrative Assistant		5523
Department of Psychology		
Dr. Steve Seidel, Chair.		2619
Sharon Holman, Administrative Assistant		6040
Department of Social Sciences		
Dr. Pamela Meyer, Chair		5818
Matilda Marines, Administrative Assistant		2696
Graduate Coordinators:		
English	Dr. Cristina Kirklighter	2263
Fine Arts	Mr. Jack Gron	3473
History	Dr. Peter Moore	3495
Psychology	Dr. Pam Brouillard	5982
Public Administration		
	Dr. Dan Jorgensen	3269
Studio Arts	Mr. Jack Gron	3473
Academic Advisors		
Rachelle Stanley, Senior Academic Advisor		5896
(All Graduate Students)		
Natasha Crawford, English, Humanities		2738
Debbie Kanipe, Art, Communication, Theatre, Music		3172
Madeline Joy DuBose, Psychology		2294
Nelda Walker, Social Sciences		2286
Larry Dubose, BAS Program Coordinator		2700
College of Business		2655
College of Education		2662
Glenn Simmons, Certification Officer		2433
Alphee Strand, Academic Advisor		2645
College of Science & Technology		5777
Computer Services (University)		
Computer Help Hotline		2692
Core Curriculum Program		
Dr. Susan Wolff Murphy, Co-Director		2640
Dr. Carlos Huerta, Co-Director		5995 or 2150
Disability Services		5816

Learning Resource Center	2638
Mary and Jeff Bell Library	2643
Media Services	2657
Office of the Dean of Students	2612
Ann Degaish, Assistant VP & Dean Of Students	2612
Angela Walker, Assistant Dean of Students	2612
Dr. Rachel Cox, Director, Disability Services	5816
Office of Financial Assistance	2338
Office of Graduate Studies	2177
Dr. Harvey Knull, Dean	
Police Department	4444
Student Activities	2707
Student Affairs	2612
Tutoring and Learning Center	5933
University Advising	5931
Pat Hill, Director, Transition Center	5962
University Bookstore	2603
University Counseling Center	
Dr. Carla Berkich, Director	2703
Dr. Theresa Sharpe, Assistant Director	2703
Dr. Tom Callicott, Counselor	2703
UPHS Program	
Melissa Taylor, Director, Flour Bluff HS	694-9780
Veterans Affairs Office	2331
Women’s Center for Education and Service	2792

SEMESTER: _____ INSTRUCTOR: _____

COURSE NAME: _____ COURSE NUMBER: _____ SECTION: _____

This sheet will be distributed to your instructor after the end of the semester. Please print or change your writing if you do not wish your responses to be identified. YOUR THOUGHTFUL APPRAISAL OF THIS COURSE IS SINCERELY DESIRED.

The things I liked most of about this course were:

The things I liked least about this course were:

The course would be improved if the following things were done:

In addition, I would like to tell the instructor:

Thank you for helping us!

Instructor and Course Evaluation

Teachers are evaluated (excellent, good, satisfactory, poor, very poor, or not applicable) on each of the items below:

	E	G	S	P	VP	NA
1. The instructor's ability to present material in a clear manner was:						
2. The instructor's ability to present material in an interesting way was:						
3. The instructor's enthusiasm in the class was:						
4. The instructor's receptiveness to students' questions/approachability for help was:						
5. Clarity of student responsibilities and requirements was:						
6. The instructor's treatment of students was:						
7. The course as a whole was:						
8. The learning opportunities in this class were:						
9. The instructor's contribution to the course was:						
10. The likelihood of my recommending this instructor to other students is:						
11. The instructor's ability to apply grading techniques fairly and consistently to my work was:						
12. The course's contribution to my education was:						

**COMM 3340:
PUBLIC RELATIONS TECHNIQUES**

Fall 2007

Instructor: Dr. Kelly M Quintanilla, Ph.D.
Office: Bay Hall 331
Office Phone: 825-5991
Office Hours: M: 9am-1pm; T: 9am-9:30am; R: 9am-9:30am
E-Mail: kelly.quintanilla@tamucc.edu

COURSE DESCRIPTION: A study of the practices and problems of Public Relations with an emphasis on understanding the development of the field and the application of communication skills necessary for being a successful public relations professional.

INTRODUCTIONS: Welcome to Public Relations Techniques! The goal of this course is to give you a basic understanding of the principles and skills involved in designing and presenting a public relations campaign. When you have completed this course you will understand how the field of public relations has developed. Furthermore through out the semester you will learn and develop the research tools, the communications skills, the analytical skills and the critical thinking skills necessary for becoming a successful public relations professional. This course emphasizes all facets of public relations which includes both individual and group oral and written communication skills.

LEARNING OUTCOMES: The goal of this course is for you to develop an understanding of the principles and skills involved in designing and presenting a public relations campaign. The course is designed to help develop skills for critical interaction as public relations professionals. Upon successful completion of the course, you will be able to:

- Identify the key terms and major theories in the field of public relations
- Analyze primary and secondary research as a basis for developing a PR campaign
- Design a public relations plan that is creative, thorough and practical
- Execute facets of a PR campaign
- Measure PR campaign objectives
- Evaluate and revise drafts and run throughs of your work
- Prepare and present a professional quality Public Relations “pitch” for a campaign
- Develop a professional quality public relations campaign proposal
- Assess the performance of team members based on clearly defined objectives

Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

POLICIES:

1. **ATTENDANCE** is essential to one's success in COMM 3340: Public Relations Techniques; therefore, excessive absences will be reflected in one's grade. All students are expected to attend all classes. Your team will develop an attendance and quality of work policy that all team members must follow. Failure to attend classes and/or additional group meetings will result in team termination. (In other words, your group can fire you.) Team termination and/or excessive absences will result in course failure.

2. **ACADEMIC DISHONESTY** is representing another person's ideas as your own. Academic dishonesty will not be tolerated. It is expected that ideas and information used in your messages, which are not part of your own personal experiences, will be appropriately referenced. Violations of academic integrity will result in automatic failure of this course, and referral to the proper university officials. Academic dishonest includes: handing in another's work or part of another's work as your own, turning in the same or similar papers for two different classes, presenting a group project as your work solely, purchasing or otherwise obtaining research or papers written by another and turning that work in as your own. Using unauthorized notes, tests, or other study aids or copying another's answers for an examination also constitutes academic dishonesty.

3. **ACADEMIC ADVISING:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

4. **TEXT BOOK** will be: Developing the Public Relations Campaign: A Team Based Approach. Bobbitt & Sullivan. (2005). Addison-Wesley Publishing.

5. **DUE DATES** for all assignments, exams, and speeches must be met or NO credit will be given.

6. **GRADING** will reflect the University's system and will be based on specific expectations for assignments which will be presented at appropriate times in the semester. In general the following percentages will apply to work in the course.

ASSIGNMENT VALUES:

RESEARCH	100
PLANNING	100
EXECUTION	100
EVALUATION	50
FINAL PR CAMPAIGN	150
SPEECH RUN THROUGH	50
PRESENTATION	150
PEER EVALUATION	100
FINAL EXAM	200

ASSIGNMENT SUMMARIES:

(1) Exams: The exam is designed to test your knowledge of the course readings, lectures and guest presentations. The exam will include material discussed and assigned during the lecture portion of this course. The exam will incorporate multiple choice & true/false.

(2) PR Campaign: Teams must prepare a written outline of a PR program. It should summarize all key points and not exceed 20 pages. Additional supplementary material of up to 20 pages - research documents, news releases, executional examples, etc. - should accompany the outline. The projects will be evaluated primarily on content, but professional appearance is a must. Specifically, each team will develop a public relations campaign for an organization based on the following outline:

1. Research: Gather information to determine background and history of the group: its situation, target audiences, attitudes of audiences toward the group, competition, and other relevant information.

2. Planning: Carefully outline goals, objectives, and strategies for program development. Develop tactics for thorough development of the program. Include measurement. Must include a clearly defined audience(s) and a key message(s).

3. Execution: Choose at least one tactical area of the program for execution. Provide examples of execution. Your budget and timeline will be part of your execution, but in the final campaign they will be included as an Appendix.

4. Evaluation: Describe the measurements you will use to assess the success of your campaign.

(3) Presentation: A portion of your grade will be determined by the short but professional presentation of your project. This presentation should be aimed directly at your client, who will be in the audience. This presentation must stay within the designated time limit. All members of the group must be involved in the planning and presentation of the campaign.

(4) Peer Evaluation: In order to be a successful PR professional you must develop your skills as a team player. Throughout the semester you will work in a team with several classmates turned team mates. Your team mates will have an opportunity to evaluate your performance. An average of these peer ratings will determine this portion of your overall course grade. It is important to note that at the beginning of the semester your group will develop policies related to performance and attendance. If you fail to uphold the terms of the policy you can be fired from your group.

(5) In Class Assignments: Throughout the semester you will be given in class exercises to demonstrate and/or develop your understanding of the course material. You **MUST** be in attendance in order to complete these assignments. As noted earlier in the syllabus attendance is important to successfully completing this course.

PUBLIC RELATIONS COURSE OUTLINE

AUGUST

23	Overview of the Course	
28	Public Relations Defined	Chapter 1
30	Theory in Public Relations	Chapters 2

SEPTEMBER

4	PR Campaigns: An Overview	Chapter 3
6	Form PR Teams: Develop Team Policies	
11	Introduction to THE CAMPAIGN	
13	Background and Primary Research	Chapter 4 and 5
18	Planning	Chapter 6
20	Implementation: Channels	Chapter 7 and 8
25	Logistics	Chapter 9
27	Evaluation	Chapter 10

OCTOBER

2	In Class work Session	
4	In Class Work Session	
9	In Class Work Session RESEARCH DUE	
11	In Class Work Session	
16	In Class Work Session	
18	In Class Work Session PLANNING DUE	
23	In Class Work Session	
25	In Class Work Session	
30	Presenting PR Campaigns: An Overview EXECUTION AND EVALUATION DUE	

NOVEMBER

- 1 Presentation Run Through
- 6 Presentation Run Through
- 8 Revising: Speeches and Final Campaigns
- 13 Presentation Run Through
- 15 Revising: Speeches and Final Campaigns
- 20 **PR CAMPAIGN PRESENTATIONS**

THANKSGIVING BREAK

- 27 **PR CAMPAIGN PRESENTATIONS**
- 29 **PR CAMPAIGN PRESENTATIONS**

DECEMBER

- 4 Course Wrap up
FINAL PR CAMPAIGNS DUE

FINALS WEEK

FINAL EXAM
PEER EVALUATIONS DUE