University of North Texas at Dallas
Summer II
SYLLABUS

Course Abbreviation/Number/Title/Semester Hrs
EDAD 5610.091 Communications in Public Relations 3 Hrs

Department of	Education	Division of	Human Services

Instructor Name:	*Dr. Shelia Brown*
Office Location:	
Office Phone:	*214-213-1264*
Email Address:	*Shelia_b91@yahoo.com*

Office Hours:	**By Appointment**
Virtual Office Hours:	

Classroom Location:	*Dallas 1 Room 204*
Class Meeting Days & Times:	**Tues., Wed., & Thurs., July 9- August 8**

Course Catalog Description:	Every administrator in an educational organization has a responsibility to engage in public relations on a daily basis. The primary objective of this course is to examine school-based public relations within the context of life in an information age, practice in schools, shared decision-making and sustained demands for school improvement. Students will study three critical dimensions of school public relations: 1. Informing the public, 2. Persuading, that is modifying attitudes and opinions; and 3. Integrating the actions and attitudes of an organization with those of its publics and the actions and attitudes of its publics with the actions and attitudes of educators.

Prerequisites:	EDAD 5300D, EDAD 5390D and EDAD 5400D
Co-requisites:	

Required Text:	Don Bagin, Donald R. Gallagher and Edward H. Moore, *The School and Community Relations*, 10th Ed. Boston: Pearson Education

Recommended Text and References:	

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	 UNT Dallas Bookstore:
	     phone: (972) 780-3652;
	     e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:	
	The goal of this course is to…

	Learning Objectives/Outcomes: At the end of this course, the student will
1	Design and implement a sound program for school community relations;
2	Demonstrate communication skills needed to convey the programs of the district and school to the public;
3	Demonstrate interpersonal skills that would enable one to work effectively with employees in the system, as well as, citizens in the community;
4	Devise effective strategies for consensus building on conflict resolution;
5	Plan and conduct effective meetings;
6	Build community support for the school or school system;
7	Demonstrate effective strategies and skills for dealing with political forces that affect the schools;
8	Develop marketing strategies for winning community support;
9	Build strong support coalitions; and
10	Assess important internal and external community elements that affect school-community relations.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Dr. Shelia Brown during class.

TOPICS	TIMELINE
Chapter Readings/Discussions/Case Studies	Daily July 9-August 8
Guest Speakers	TBA
Article Critiques	July 11, 17, 30
Individual Research Paper	August 6
Group Presentation-Parent Community Involvement Plan	August 8

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **PARTICIPATION**
2. **INDIVIDUAL PAPER**
3. **INDIVIDUAL PRESENTATION**
4. **ARTICLE CRITIQUES**
5. **CASE STUDY ANALYSIS**
6. **CONTEXTUAL SCHOOL ANALYSIS GROUP PRESENTATION**
7. **QUIZ**

1. **PARTICIPATION:**

Students are expected to read materials and be prepared to contribute to the topic of discussion in every class. One must be present to contribute.

2. **INDIVIDUAL PAPER & PRESENTATION**

To receive credit the paper **must** meet standards; including format/procedures below while the following APA format. Students will conduct a review of literature (individual paper) on a topic related to a problem in a real life school setting directly linked to school and community relations. The review of literature should be of 12 point font (Roman Times), word processes, double spaced and not less than 8 and no more than 10 pages in length and consist of the following defined components:
Introduction
Definition of terms
Review of current literature at least 5 complete pages)
Summary conclusion
References and resources in APA format
Appendices of supporting documents (NOT included as part of minimum 8 page requirement).

NOTE: Paper topic must be approved by the instructor in advance with a short proposal of why the project is important to a practicing school administrator when addressing school-community relations issues.

3. **ARTICLE CRITIQUES**:

Each student will prepare a total of 3 article critiques. The articles may also be used within the individual paper. The critiques must be presented in 12 pt. font and double spaced. It should be no shorter than one page and no longer than two

pages in length. The article will be printed out and discussed throughout the course of class sessions. A hard copy of the article will be given to all class cohorts.

4. CASE STUDY ANALYSIS

During some class periods, students will be presented with a case study whose topic is related to the class theme. Within groups, students will address their case study, followed by class discussion. The analysis of a case study presents the student the opportunity to address issues/problems related to school-community relations that a practicing administrator may experience. Following the Case Study Analysis Process will help the aspiring school administrator indentify the problem(s)/issue(s) inherent and resolve the situation in a sound and systematic manner devoid of distractions.

5. CONTEXTUAL SCHOOL ANALYSIS GROUP PRESENTATION

Each student will participate in a group Contextual Analysis Presentation of a "real" school related to school-community relations. Groups should coordinate among themselves so there is no duplication of schools. The group will present the school-community demographics, interview the school principal as to his/her philosophy regarding school-community relations, and address what is presently being done in this area and what issues/concerns are being or need to be addressed. The Group will present an improvement plan for the short (presently) and the long term (5 year strategic plan). Be prepared to answer questions for clarification student cohorts and instructor. A hard copy of presentation (PowerPoint, artifacts) must be submitted to the instructor.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Participation/Discussion	Daily participation (12.5%)	50
Individual Research Paper	1 papers at 100 points each (25%)	100
Individual Presentation	1 presentation at 75 points (18.75%)	75
Quiz	1 quizzes at 25 points each (6.25%)	25
Article Critiques	3 critiques at 25 points each (18.75%)	75
Case Study Analysis	25 (6.25%)	25
Contextual Analysis Group Presentation	50 (12.5%)	50
Total:		**400**

Grade Determination:
A = 400 – 360 pts; i.e. 90% or better
B = 320 – 359 pts; i.e. 80 – 89 %
C = 280 – 319 pts; i.e. 70 – 79 %
D = 240 – 279 pts; i.e. 60 – 69 %
F = 239 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Students are expected to read materials and be prepared to contribute to the topic of discussion in every class. One must be present to contribute.

To receive credit the paper **must** meet APA standards; including format/procedures.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:
- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*

- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*