



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1510LHS</b>
<b>Course Name:</b>	<b>Introduction to public relations</b>
<b>Trimester:</b>	<b>T3 2020</b>
<b>Program:</b>	Diploma Arts and Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Michael Smith
<b>Document modified:</b>	27/05/2020

### Course Description

This course introduces students to the theory and practice of public relations in the business, government and third sectors. The course establishes an understanding of the industry as a whole and the importance of a knowledge base in the fields of research, writing, presentation, law and ethics. It examines public relations as a part of the mass media communication process and as a vital tool for organisations to maintain relationships with their publics and achieve their goals.

### Assumed Knowledge

There are no prerequisites for this course

### 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Michael Smith	mism@portal.griffithcollege.edu.au

### 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times will be published on the Griffith College Portal on the course site.

### 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

### 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Introduction to Public Relations aims to provide students with an understanding of the theory and practice of public relations. A primary purpose is also to ensure students have a sound understanding of PR campaigns, research, writing, presentation, law and ethics as they relate to the field of public relations.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Analyse the key elements of public relations campaigns;
2. Carry out a social media campaign in a large team
3. Plan an ethical and legal public relations campaign in a small team
4. Differentiate the role of public relations across the business, political and community sectors
5. Theoretically justify a public relations campaign



















### 2.3 Generic skills and capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities	Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement			
Communication and collaboration			
Self-directed and active learning			
Creative and future thinking			
Social responsibility and ethical awareness			
Cultural competence and awareness in a culturally diverse environment			



### 3. Learning Resources

#### 3.1 Required Learning Resources

Johnston, J & Sheehan, M (Eds.). (2014). *Public Relations: Theory and Practice* (4th ed). Sydney: Allen & Unwin

#### 3.2 Recommended Learning Resources

A comprehensive list of recommended resources can be found on the course website.

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

### Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



#### 4. Learning content, learning activities and learning experiences

##### 4.1 Modules for learning and weekly learning content, learning activities and learning experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1: Foundations</b>					
<b>1</b>	Week 1 Video lectures, Powerpoints and links inside. Defining public relations and its history Course outline and portal Johnston & Sheehan (Ch 1 & 2)	Understanding PR foundations activities	1. Ice breaker – exercise 2. Discussion of course and assessments 3. Identify campaigns 4. Campaign identification and discussion	<b>2</b>	<b>1</b>
<b>2</b>	Week 2 Video lectures, Powerpoints and links inside. The 10 point plan Johnston & Sheehan (Ch 4 )	10 point plan activities	Discuss meanings of organisation the problem the goal, the target public, tactics, messages, strategy Review these points in real campaigns in groups	<b>2</b>	<b>1</b>
<b>Module 2: Research, community relations and social media</b>					
<b>3</b>	Week 3 Video lectures, Powerpoints and links inside.	Research, situational analysis and evaluation activities	Social media campaign workshop – discussion and Brainstorm campus campaign ideas	<b>1</b>	<b>2</b>

	Research and Evaluation in Public Relations Johnston & Sheehan (Ch 3)		Research, situational analysis and evaluation activities		
<b>4</b>	Week 4 Video lectures, Powerpoints and links inside. Social Media Johnston & Sheehan (Ch 7)	Social media activities	Social media campaign workshop Social media activities	<b>1</b>	<b>2</b>
<b>5</b>	Week 5 Video lectures, Powerpoints and links inside. Internal and Community Relations Johnston & Sheehan (Ch 11 & 12)	Internal relations activities and community relations activities	Social media campaign workshop Internal relations activities and community relations activities	<b>1</b>	<b>2</b>
<b>6</b>	Week 6 Video lectures, Powerpoints and links inside. Legal and Ethical Issues Johnston & Sheehan (Ch 14 & 15)	PR Ethical and legal activities	Social media campaign workshop Ethical and legal discussions using casestudies and roleplaying	<b>1</b>	<b>2</b>
<b>Module 3: Process, planning and theory</b>					
<b>7</b>	Week 7 Video lectures, Powerpoints and links inside. Strategy, Planning and Tactics Johnston & Sheehan (Ch 4 & 5)	Strategy tactics and planning activities	Social media campaign workshop 10 points of PR revision Aligning tactics with target publics activities Strategy and the three rhetorical tools activities Activities to evaluated objectives	<b>3</b>	<b>3, 4</b>
<b>8</b>	Week 8 Video lectures, Powerpoints and links inside. Media Relations, Sponsorship and events	Media relations activities Activities to evaluate media relations	Social media campaign workshop Media relations activities Activities to evaluate media relations	<b>3</b>	<b>3, 4</b>

	Johnston & Sheehan (Ch 5, 6)				
	<b>Module 4: Key publics and fields of practice</b>				
<b>9</b>	Week 9 Video lectures, Powerpoints and links inside. Communication theories, the PRIA and PR Journals Johnston & Sheehan (Glossary of theories p 397-411)	Scholarship of PR activities	Social media campaign workshop Scholarship of PR activities	<b>4</b>	<b>3, 4, 5</b>
<b>10</b>	Week 10 Video lectures, Powerpoints and links inside. PR in the Third Sector Johnston & Sheehan (Ch 11)	Pressure group PR activities	Social media campaign workshop Pressure group PR activities	<b>4</b>	<b>3, 4, 5</b>
<b>11</b>	Week 11 Video lectures, Powerpoints and links inside. PR in Government Johnston & Sheehan (Ch 10)	Political campaign, public information and lobbying activities	Social media campaign workshop Political campaign, public information and lobbying activities	<b>4</b>	<b>3, 4, 5</b>
<b>12</b>	Week 12 Video lectures, Powerpoints and links inside. PR in the Business Sector and Crisis Communication Johnston & Sheehan (Ch 9, 13)	Business and Crisis PR activities	Social media campaign workshop Business and Crisis PR activities	<b>4</b>	<b>3, 4, 5</b>

## 5. Evidence of learning (Assessment plan)

### 5.1 Evidence of learning summary

			
Evidence of learning	Weighting	Learning outcome	Due Date

1	Social media campaign workshops	20%	2	Weeks 3-12
2	Public relations case study	20%	1	Week 6
3	PR campaign plan, group oral presentation	30%	3, 4	Weeks 7-11
4	Written referenced report of a PR campaign	30%	3, 4, 5	Week 12

## 5.2 Evidence of learning task detail

### 1: Social Media Campaign Workshops

Type: Practical activity

Learning Outcomes Assessed: 2

Due Date: Week 3- 12

Weight: 20%

Marked out of: 10

Task Description: The class works as a group brainstorming ideas and creating a social media campaign. In workshops the class design and produce posts for social media containing messages, images and video to produce a real-life PR campaign about an issue on campus. Marks will be earned through participation and learning in workshops. Workshop activities include brainstorming, production, strategy, evaluation and ethics discussions.

Rationale: This assessment item will enable students to experience real world PR agency scenarios by working in teams to conduct a social media campaign in the college.

Tutorial participation will be based on weekly workshop activities over 10 weeks. Maximum of 2 marks for each workshop. Marks will be staggered and released at the end of each module. Final marks will be calculated at the end of semester. This item is weighted at 20%.

### 2: Public Relations Case Study

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1-

Due Date: Friday week 6

Weight: 20%

Marked out of: 100

Task Description: 500- 700 words

Rationale: This will develop students' analytical skills from a PR perspective.

The Public Relations (PR) campaign case study requires students to select an existing PR campaign and analyse it. This involves practical application of key areas of PR, and using analytical skills to develop an argument about the efficacy of the PR case. When discussing the case study students should draw on the textbook and at least two other academic sources. Provide the campaign website/link in the introduction. Ensure your case study topic is approved by



your tutor to avoid heading into areas such as marketing and advertising. The case study can be current or recent, but must be based in Australia. **This assignment is a report. Use the following headings:** Introduction, Goal, Target public/s, Strategy, Key message/s, Tactics, Reference list. You must include a minimum three references, two of which must be scholarly peer-reviewed publications. In-text referencing required. This assessment item is weighted at 20% and is due in at the end of week 6 an assessment criteria sheet can be obtained from the course website.

### 3: Public Relations Plan, Group Oral Presentation

Type: Assignment – Group presentation

Learning Outcomes Assessed: 1-5

Due Date: Friday Week 12

Weight: 30%

Marked out of: 100

Task Description: Groups of two 15 minute presentation

Rationale: This assessment item will develop students' presentation skills from a PR perspective.

Assessment Details: Students will work in pairs to design a public relations campaign using the 10 point plan model. Student pairs will do a 15 minute pitch presentation of the campaign including a visual presentation in tutorials between weeks 7-11 (a presentation schedule will be drawn up by the tutor) and answer any questions from students and the tutor. This assessment item is weighted at 30%. An assessment criteria sheet for this item can be obtained from the course website.

### 4: Written referenced report of PR Campaign

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1-5

Due Date: Friday week 12

Weight: 30%

Marked out of: 100

Task Description: 1500 words

Rationale: This assessment item will enable students to write a campaign plan for a PR client.

Assessment Details: After doing the group presentation of your campaign and getting feedback from your tutor and class, students will do an individual assessment in which you will independently develop your campaign from Assessment Item 3 and write it up as an individual report for final submission. The written report of the PR campaign will be 1500 words long and will fully develop and polish the original work from the class presentation (there may be substantial changes to the original campaign if you decide). The report will also include an executive summary, in text citations. a reference list with 8 references of scholarly peer reviewed publications. A key difference of Assessment 4 from Assessment 3 is this report will justify using the literature why you designed your campaign the way you did. The 10-point Public Relations Planning template should be used as a guide for the plan. This assessment item is weighted at 30%. An assessment criteria sheet can be obtained from the course website.

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility

in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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