

**School of Media and Journalism
The University of North Carolina**

CASE STUDIES IN PUBLIC RELATIONS: JOMC 431.3

Fall - 2015

Class Time: 3:35 - 4:50 p.m.

Location: CA 253

Instructor: Richard G. (Rick) Clancy III, APR

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Phone: 919.389.0025

Office Hours: Mondays and Wednesdays, 9:30 - 11:30 a.m. or by appointment

Class Location: Carroll Hall – CA 253

Office Location: 370 – Third Floor, Carroll Hall

PREREQUISITE: Successful completion of JOMC 137: “Principles of Advertising and Public Relations”

COURSE OVERVIEW

This course will advance your public relations knowledge and comfort to a level that will apply in the workplace as a PR professional, as well as in graduate studies and continued research in the field.

You will learn to think and act like a strategic communications professional while looking critically at how PR executives and practitioners deal with day-to-day responsibilities, ranging from crisis communications and media relations (social and mainstream) to marketing PR and community engagement.

While there is no substitute for actually serving in the role, “Case Studies in Public Relations” will help prepare you for the real world of PR. Throughout the semester, you will have the opportunity to review, discuss, engage with, and

evaluate multiple public relations strategies, tactics and outcomes (both successful and not so much) from various disciplines and sectors. By examining the art and science of public relations from a management perspective as depicted in real cases, we will discuss key factors impacting how PR is practiced in a variety of organizations by internal practitioners and external agency consultants.

Note: This syllabus is subject to changes and updates as the course progresses. Any revisions will be communicated in class and on Sakai.

COURSE OBJECTIVES

By the end of the semester, you will be better equipped to:

- 1 Critique different approaches to PR research, strategy and execution;
- 2 Appreciate relevant theories and ethical considerations that impact PR practitioners;
- 3 Address a multitude of public relations challenges and opportunities;
- 4 Research, examine and analyze a wide spectrum of PR cases and make recommendations;
- 5 Add greater value working productively in teams;
- 6 Write more effectively;
- 7 Present with greater confidence and impact, and
- 8 Apply what you have learned in the real-world of PR practice and advanced study.

Required Textbook. Readings and Other Materials

- *Cases in Public Relations Management – The Rise of Social Media and Activism* – Second Edition – Patricia Swann (2014, Routledge – ISBN: 978-0-415-51770-6 (hbk), ISBN: 978-0-415-51771-3 (pbk), ISBN: 978-0-203-52339-1 (ebk)
- Daily news scanning for “Cases in the News” (e.g., *The Wall Street Journal*, the Associated Press, *USA Today*, *The New York Times*, CNN, *PR Tactics*, *PRNewser* and other online and offline news sources)
- Additional readings as assigned and posted to Sakai, made available in class, in the Park Library, and/or on the Web (e.g. USC Annenberg Case Studies in Strategic Communications, <http://cssc.uscannenberg.org/>)
- *The Associated Press 2015 Stylebook* (2015, The Associated Press – ISBN 978-0-917360-61-9); the online edition; or any recent edition borrowed from a friend or Park Library
- *The Park Library News, Information and Academic Research Portal for Cases in Public Relations* <http://guides.lib.unc.edu/jomc431>

- White, lined, 3 x 5 index cards; name placards

GRADING AND ASSIGNMENTS

CLASS PARTICIPATION AND ATTENDANCE - 150

This class may be unlike any other you've ever taken thus far. It is a discussion-based course. Come to class on time prepared to be actively engaged in PR cases with your classmates. Your thoughtful involvement in class discussion is imperative for creating a dynamic dialogue that will contribute to your success both in this class and beyond.

Each student is expected to have read assigned cases and be prepared to discuss them critically during class. The participation portion of your grade will be assessed based on attendance (students will sign in for each class), evidence of having completed pre-class readings, case reviews, and in-class engagement.

Note: Class attendance is essential. Beyond being present, just quietly showing up will not be enough. It will be impossible to get an "A" in this course without active and thoughtful participation in the case discussions combined with related research on your part. You will be called upon to present case facts and organizational briefs; analyze PR research, strategies, tactics and outcomes; and offer perspective on public relations theories, strategies and stakeholders covered in the cases and assigned readings.

Life happens so everyone will have the option of three absences with no penalty – with the exception of three consecutive days at the end of the semester when you and your classmates are making Final Case Study Presentations. The three absences can be excused or unexcused, although I appreciate a heads-up either way as a professional courtesy just as you would in the workplace.

For every class missed beyond three absences, you will lose a minimum of 10 points (1%) off your overall grade. For tracking purposes, we will use a daily sign-in sheet. And as you might see at many business meetings and conferences, we will use name placards at your seats for everyone in attendance.

Laptops and Cell Phones: Laptops are for the purposes of taking class notes and for doing in-class assignments and research only. If you are seen using a computer for other purposes, you may lose the privilege of using it for the rest of the semester. Cell phones are to be turned off in class. No texting.

CASES IN THE NEWS - 150

Each student is expected to monitor and report on current news events in order to present a recent PR challenge or opportunity you find “in the news.” These can come from online or offline media sources, including newspapers, websites, online forums, books (other than our class textbook), TV news reports, professional journals, trade e-newsletters, or magazines. I’m glad to make suggestions and will periodically post articles on Sakai that I believe are worthy of your attention.

Each individual is expected to turn in a brief overview of a real-world case in the news at the beginning of class **on Wednesdays, beginning Aug. 26**. It must be handwritten neatly on one side of a white, 3 x 5 index card. I will pick 2-4 cases to discuss that day and the following Monday. (Please refer to the timeline at the end of this syllabus for more details.) At the start of class, a student (sometimes two) will be asked to stand and share a case informally, engaging classmates in brief discussion afterwards.

Index cards should include:

- Your name, the date, and cited news source;
- The organization’s name, mission, and general purpose;
- Its key publics, stakeholders, and/or target audiences;
- The basic issue, concern, challenge, or opportunity; and
- Your initial reactions, thoughts, and suggestions (PR related and otherwise).

These notes are to help you share the situation and your analysis in a coherent yet informal manner, so bullet points or brief phrases on the cards are fine. Expect to present these key points for up to ten minutes. We will then engage in class discussion for another five minutes or so. Though informal (no PowerPoint necessary), please be prepared with your facts and your analysis to fully engage in a discussion.

Class members are expected to be full engaged as well, reacting to what has been shared. Cases should stem from recent events in the last three months and can be ongoing affairs.

FIRST HALF COURSE TEST - 150

There will be a test during the first half of the semester on **Wednesday, Sept. 16**, covering classroom discussions and assigned readings related to theoretical, ethical, strategic, and tactical considerations that go into assessing public relations cases.

In preparing for the exam, pay close attention to the Appendices and introductory sections of the textbook that you will have read by this point in the semester.

The aim here is not to test you on specific cases, but rather to ensure you are well-equipped to report on, analyze, and judge the success or failure of how various cases were handled as you go forward in this class and in the real world.

This exam will consist of a combination of multiple-choice, true/false, and possibly some short-answer questions.

MIDTERM TEAM CASE STUDY BRIEF AND PRESENTATION - 250

The class will be broken out into teams of three or four early in the semester for the purpose of working together on a midterm project to assess and present a case of the team's own choosing (but not from the textbook). Teams will be asked early on to submit their top two case choices to avoid duplication.

As the teams develop a written 6-8 page case brief (not including citations) and PowerPoint presentation, each team member should have clearly defined roles (e.g., project/schedule manager, scribe/notetaker, written report integration, presentation design/rehearsal), as well as case study areas of focus (e.g., background research and situation/SWOT analysis; objectives, strategic approach and action plan; program execution, communications tactics and results; evaluation of key outcomes, recommendations and learnings).

Case briefs should be double-spaced and typed in 12-point font, preferably Arial, Cambria, Helvetica or Times New Roman. **The written midterm briefs must be turned in as a hard copy at the beginning of class Wednesday, Oct. 14, when they are due.**

Your team case study will be graded in three parts:

- 1 The written brief, including a synopsis of the situation and key facts, the team's analysis, and the paper's professionalism (e.g., spelling, grammar, editing) – **150**;
- 2 The presentation structure and impact; how well the team broke down the case and presented its insights/learnings; and the team's effectiveness engaging classmates in discussion about the case – **50**; and
- 3 The added value of teamwork – clearly demonstrated by the team as a whole, as well as the roles/contributions of individual members; the value of individual contributions should be articulated in the written brief and

made clear during the presentation; peer assessments will also be considered at various stages during the assignment – **50.**

The written synopsis and your PowerPoint presentation should include the pertinent facts of the case, including background about the organization central to the case and its mission, a brief description of the situation, a breakdown of the key stakeholders, a review of the opportunities or challenges, the selected strategic approach, and desired results/outcomes.

Use your own words; do not regurgitate what you've read.

Anticipate that brief peer reviews will be conducted in three stages during the assignment. Once the team has begun its work, the first stage will provide an opportunity for peer feedback offering constructive improvement recommendations and suggested action steps, along with comments concerning professionalism and civility. Later as the project is nearing completion, the peer review will address whether and how earlier feedback was acted upon, what was learned from the feedback, and how the student improved his or her contribution. And finally, there will be an opportunity for the class to provide overall team feedback following its presentation.

Presentations will be scheduled by lottery and conducted Wednesday, Oct. 14, Monday, Oct. 19, and Wednesday, Oct. 21.

Note that each team's goal with the PowerPoint presentation should be to make it engaging to stimulate class interest and discussion. (Suggest fewer words/larger fonts, more pictures/video.) Save the in-depth textual analysis for the written case brief.

In the analysis, which should follow the overall situation and organizational description, examine what the organization did tactically, and then address whether its tactics and strategies would be considered effective public relations. Also address what if any research was used and whether it was appropriate given the situation.

Cover whether the organization had measurable goals and objectives, and whether it accurately identified its publics. What messages were communicated? Did the organization formally evaluate its efforts? Where there any surprising strategies, tactics and/or outcomes? Provide your assessment. What did you learn that you would do similarly or differently faced with a similar situation in the future?

Compare and contrast the case with other cases you have read about or we've discussed to this point in class. Offer recommendations on effective research and evaluation methods that were or could have been utilized. Address how well key publics and stakeholders were understood and whether they were engaged in the best ways possible. Your case assessment should be based on what you have learned about effective public relations.

Write and present this midterm case study from your team's collective point of view, but where there are individual points of difference please note them with your respective rationales.

FINAL CASE WRITTEN REPORT AND INDIVIDUAL PRESENTATIONS - 300

This final individual case study report and presentation is intended to be the capstone of all that we have learned during the course. You will select a case example that is different than your mid-term assignment and again not from the textbook. Unlike the midterm, this will be an individual project. Early on you will be asked to provide your top case choices to avoid class duplication.

Combined, the written report and presentation represent the final examination for this course. The written portion is expected to be longer in length than the midterm brief in anticipation of a more critical examination of the case, greater depth of analysis, and a sound forward-looking assessment.

Written Portion - 200

Proportionately, in the 10-12 page written report, you will need to:

- 1 Identify a problem, opportunity or ethical issue that an organization (for-profit or non-profit) faced that required significant public relations support;
- 2 Collect detailed, thorough background information about the organization, including its goals, mission, values, financial standing, products/services, and history; **(10%)**
- 3 Present a SWOT analysis of the organizations strengths, weaknesses, opportunities, and threats as they relate to the situation at hand;
- 4 Collect detailed information on the issue/challenge/opportunity that the organization faced; **(15%)**
- 5 Use the ROPE or RACE process to examine your cases;
- 6 Describe the PR strategies and tactics that the organization developed and implemented to address with the situation;
- 7 Identify key messages and publics/stakeholders; **(25%)**

- 8 Assess relevant news coverage from social and mainstream media;
- 9 Address how stakeholder interest, attitudes and behaviors evolved (for better or worse) over the course of the situation; **(25%)**
- 10 Offer your thoughts about how ongoing situations may play out in the future; and
- 11 Share what you would do or suggest if faced with a similar situation. **(25%)**

The final written case report is due by start of class Wednesday, Dec. 2. No final case study reports will be accepted by email.

As noted above, the written report should be 10-12 pages in length (not including citations, media articles, or tables), double-spaced, and typed in 12-point font – preferably Arial, Cambria, Helvetica or New Times Roman.

Key considerations for your paper should also include:

- Thoroughness of your description of the public relations challenge;
- Depth of research into the organization's background and its challenge/opportunity;
- How well you address the organization's response to the challenge or opportunity;
- How well detailed account is your account of the media impact and how the publics/stakeholders responded;
- How effectively you critically analyze the organization's strategies and tactics;
- How well you integrate class terminology and comparisons to other cases we addressed during the semester (from the textbook, "Cases in the News," and/or the Midterm case presentations);
- Quality of your suggestions for the organization's management based on your assessment of the case and what you have learned about effective PR practices; and
- Appropriateness of your list of sources cited in proper citation format (the Endnote format).

Presentation - 100

As noted, together with the written report, your case study presentation will comprise your final exam for this course.

Presentations will be made on the scheduled exam day for this course (Dec. 9), plus to accommodate the entire class during class time on Nov. 30, Dec. 2 and Dec. 7. We will discuss assigning dates voluntarily and then by lottery if necessary.

You will make a formal 15-minute presentation, along with an additional 5-10 minutes for class questions and challenges.

At a minimum, your final presentation should include:

- A thorough description of the public relations challenge or opportunity;
- Well researched background about the organization;
- A thorough description of the organization's response to the challenge or proactive approach to the opportunity;
- A thorough description of the media and significant public/stakeholder responses;
- An analysis of the organization's strategy and tactics;
- Future expectations (if any) related to the case; and
- Suggestions to the organization based on what you know about the case and what you have learned about effective public relations.

The class is expected to engage in an active Q&A, questioning and challenging you about the case. How you answer and defend your positions will be factored into the presentation portion of the grade.

OVERALL GRADING*

Class Participation	150	15%
"Cases in the News" Weekly Reports	150	15%
First Half Course Test	150	15%
Midterm Team Case Study and Presentation	250	25%
Final: Case Study and Presentation	300	30%
Totals:	1,000	100%

GRADING SCALE*

- A = 100-94
- A- = 93.9-90
- B+ = 89.9-87
- B = 86.9-84
- B- = 83.9-80
- C+ = 79.9-77

C = 76.9-74
C- = 73.9-70
D = 69.9-65
F = 64.9 or below

* May be affected by taking advantage of one of the extra credit opportunities explained below.

REMINDER: Class attendance is essential. It will be difficult, if not impossible, to get an "A" in this course without active and thoughtful participation in the discussion of the cases along with additional research.

EXTRA CREDIT OPPORTUNITY*

There are two ways to earn extra credit in this class. Both of them involve stepping away from the classroom and engaging with a working public relation professional during the semester.

It is an opportunity that will raise your overall grade by one level (e.g. from an A- to an A, from a B+ to an A-, from a B to a B+, from a B- to a B, from a C+ to a B, etc.).

Each member of the class may choose from one of the two options below:

- 1 Shadow a PR professional for at least half a day; **write a 3-4 page report about your experience; submit by Monday, Nov. 2 at the latest with a confirmation note from the professional you shadowed;** and make an informal presentation about it from your seat. What did you find to be most interesting? What was least interesting? What surprised you? How did the experience influence your interest in possibly pursuing a public relations career?
- 2 Conduct an in-person or telephone interview (not by email or text) of a public relations professional focusing on his or her most significant PR case. **Provide a confirmation note from the person you interviewed, along with a 4-5 page write-up by Nov. 2;** describe the case (50%) in the report and include your assessment/recommendations based on class learnings and readings (50%). You'll also be expected to share this with the class in an informal presentation.

PROFESSIONALISM AND ASSIGNMENT EXPECTATIONS

Students are expected to be professional in all dealings associated with this class. This includes treating the guest speakers with respect and providing them with your full attention, as well as conducting yourself in a professional manner both during and outside of class.

In addition, all written assignments should be typed, proofread and grammatically correct. Good writing is critical to success in public relations. Punctuation and grammatical errors will affect your grade. Note that where applicable AP Style is preferred.

Keep copies of all submitted assignments. Specific instructions for each assignment will be reiterated in class and have been integrated into this syllabus, which is posted on Sakai. Your ability to follow these instructions carefully and as precisely as possible will benefit your grade. If at any time you have questions or concerns, please see me during office hours or make an appointment.

My goal with this class is for all students to succeed through accomplishments, learnings, experiences and deliverables that you can apply as you pursue careers, further research, and/or graduate degrees.

SPECIAL ACCOMMODATIONS

Should you require special accommodations to attend or participate in this course, please let me know as soon as possible. More information is available through the university's Accessibility Resource Services offered online at <https://accessibility.unc.edu/> or by calling 919-962-8300.

THE ACEJMC

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of specialization, all graduates should be aware of certain core values and competencies, and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures, and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles, and work ethically in pursuit of truth, accuracy, fairness and diversity;
- **Think critically, creatively and independently;**
- **Conduct research and evaluate information by methods appropriate to the communications professions in which they work;**
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- **Apply tools and technologies appropriate for the communications professions in which they work.**

HONOR CODE

All students are expected to conduct themselves within the guidelines of the University honor system (<http://studentconduct.unc.edu/>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class.

DIVERSITY

The University's policy statements on Equal Employment Opportunity and Nondiscrimination are outlined at <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>. In summary, UNC does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression or disabilities.

HARASSMENT

UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX of the

Educational Amendments. If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, dos@unc.edu or 919.966.4042.

JOMC 431.3 FALL 2015 WEEKLY SCHEDULE

Week, Date, Topic(s), Readings and Assignments Due By This Date

Week 1

Wed., Aug. 19

Welcome, Introductions, Course Overview, Syllabus, Grading, Expectations and Opportunities

Readings and Assignments: “Case Studies in Public Relations” JOMC 431.1/431.3 Course Syllabus available on Sakai

Week 2

Mon. Aug. 24

Public Relations Review, Definitions, Case Study Guidelines and Preparation, a Case in the News

Readings or Assignments: Textbook Chapter 1: Appendices A and B

Wed., Aug. 26

Cases in the News, Public Relations Ethics and Legal Considerations

Readings or Assignments: News Scan for Recent Cases; Textbook Appendices C and G; Chapter 2: Introduction, Case 1: What Would You Do? Case 2: City Utility or Cash Cow, Case 3: “In Washington, I’m Karen Ryan Reporting”

Week 3

Mon., Aug. 31

Cases in the News, Communications Considerations, Ways Organizations Communicate, Media Relations

Readings or Assignments: Textbook Appendices D and E; Chapter 4: Introduction, Case 7: Are You Pouring on the Pounds?

Wed., Sept. 2

Cases in the News, Media Relations

Readings or Assignments: News Scan for Recent Cases; Textbook Appendix F; Chapter 4: Case 9: Only in Texas; Case 10: Two Employees with a Video Camera

Week 4

Mon., Sept. 7 – No Class Holiday

Wed., Sept. 9

Cases in the News, Consumer Relations and Marketing Public Relations

Readings or Assignments: News Scan for Recent Cases; Textbook Chapter 7: Introduction, Case 18: The Five Seasons of Salem; Case 19: Getting Away From It All...; Case 20: Making the Potato Top of Mind...

Week 5

Mon., Sept. 14

Cases in the News; Consumer Relations and Crisis Communications

Readings or Assignments: Textbook Chapter 7: Case 21: Sony PlayStation..., Case 22: Kryptonite...

Wed., Sept. 16

First Half Course Test

This test will consist of a combination of multiple-choice, true/false, and possibly some short answer questions.

Readings or Assignments: Reread Textbook Chapter 1; Introductions for Chapters 2, 4, and 7; Appendices A, B, C, D, E, F and G

Week 6

Mon., Sept. 21

Cases in the News, Entertainment and Leisure, **Form Teams for Midterm Case Briefs and Presentations**

Readings or Assignments: Textbook Chapter 8: Introduction and Case 23: Penn State Fumbles

Wed., Sept. 23

Cases in the News, Entertainment and Leisure

Readings and Assignments: Scan News for Recent Cases; Textbook Chapter 23: Case 24: Rush to Judgement...; Case 25: Tabloid Tiger...; Teams consider possible case study choices for their midterm reports and presentations

Week 7

Mon., Sept. 28

Cases in the News, Conflict Management, **Midterm Case Selections**

Readings or Assignments: Teams submit top 2-3 case selections to avoid duplicates, which will be confirmed by class end; Textbook Chapter 5: Introduction, Case 11: Lean Finely Textured Beef or Pink Slime

Wed., Sept. 30

Cases in the News, Conflict Management

Readings or Assignments: Scan News for Recent Cases; Textbook Chapter 5: Case 12: The Politics of Pink; Case: 13: Deepwater Horizon Blowout; Midterm teams meet to determine individual areas of focus and approach to team written report

Week 8

Mon., Oct. 5

Cases in the News; Guest Speaker: Stephanie Willen Brown, director, Park Library and/or Hannah Pope, graduate assistant, **Midterm and future research resources...“beyond Google”**

Readings or Assignments: Review Park Library News, Information and Academic Research Portal at <http://guides.lib.unc.edu/jomc431>; Midterm teams continue to work together on written briefs, considering research needs, and group presentation approach

Wed., Oct. 7

Cases in the News, Activism

Readings or Assignments: Scan the News for Recent Cases; Textbook Chapter 6: Introduction, Case 14: Beyond Disgusting Case 15: Guitar Hero Strikes a Chord; Midterm teams conduct research and begin drafting case briefs and presentations

Week 9

Mon., Oct. 12

Guest Speaker: **Kristin Taylor, VP, Worldwide Public and Analyst Relations, MediaTek** <https://www.linkedin.com/in/kristintaylorranchosantafe>

Readings or Assignments: Research background information about Kirstin and MediaTek in preparation for possibly introducing the speaker; consider 2-3 questions you would ask if called upon (more TBD possibly from Kirstin); Midterm teams continue work on written briefs and upcoming presentations

Wed., Oct. 14

Midterm Case Study Written Briefs Due Start of Class and Team Presentations by first set of teams (as previously determined)

Readings or Assignments: Team midterm written briefs finalized for submission; First set of teams finalize their presentations while others continue to prepare; additional readings to be assigned to rest of class based on nature of presentations scheduled this day

Week 10

Mon., Oct. 19

Midterm Case Study Presentations, Second set of teams (as previously scheduled by lottery)

Readings and Assignments: Second set of teams finalize presentations; additional readings to be assigned to rest of class based on nature of presentations scheduled this day

Wed. Oct. 21

Midterm Case Study Presentations, Third set of teams (as previously scheduled by lottery)

Readings and Assignments: Third set of teams finalize presentations; additional readings to be assigned to rest of class based on nature of presentations scheduled this day

Week 11

Mon. Oct. 26

Midterm Case Study Presentations, Fourth set of teams (as previously scheduled by lottery)

Readings and Assignments: Fourth set of teams finalize presentations; additional readings to be assigned to rest of class based on nature of presentations scheduled this day

Wed., Oct. 28

Cases in the News, Corporate Social Responsibility

Readings and Assignments: Scan News for PR Cases; Textbook Chapter 3: Introduction; Case 4: Food for Thought

Week 12

Mon., Nov. 2

Cases in the News, Corporate Social Responsibility

Readings and Assignments: **Last day by the beginning of class to submit extra credit reports and confirmation notes;** Textbook Chapter 3: Case 5: Apple iProblem; Case 6: Developing Wines with a Conscience

Wed., Nov. 4

Cases in the News, Community Relations

Readings and Assignments: Scan for Cases in the News; Textbook Chapter 9: Introduction; Case 27: ..."Spycam" Invades Privacy Rights; Case 28: ...Protest at the Jewish Museum

Week 13

Mon., Nov. 9

Guest Speaker **Ed Wallace, Director of Corporate Community Affairs at United Water and former VP of Community Affairs of Sony** <https://www.linkedin.com/pub/ed-wallace/2/986/676>

Readings and Assignments: Research background information about Ed and his roles at Sony and now at United Water in preparation for possibly introducing the speaker; consider 2-3 questions you would like to ask our guest if called upon (More TBD with input to come from Ed Wallace)

Wed., Nov. 11

Cases in the News, Financial Communications and Investor Relations

Readings and Assignments: Textbook Chapter 11: Introduction; Case 34: Paychex, Inc. Sees Big Payoff in First Investor Day

Week 14

Mon., Nov. 16

Cases in the News, Financial Communications and Investor Relations

Readings and Assignments: Scan the News for PR Cases; Textbook Chapter 11: Case 35: Best Buy Fights for Survival; Case 36: "A Plate for Black Beauty"

Wed., Nov. 18

Cases in the News, Cultural Considerations

Readings and Assignments: Textbook Chapter 10: Introduction; Case 30: Quran Burning

Week 15

Mon., Nov. 23

Cases in the News, Employee Engagement/Communications

Readings and Assignments: TBD

Wed., Nov. 25

Review and In-class Prep Time Available for Final Written Case Study Reports and Presentations

Readings and Assignments: Continue work on final written case study report and presentation

Week 16

Mon., Nov. 30

FINAL INDIVIDUAL PRESENTATIONS BEGIN

First Set of Presentations

Wed., Dec. 2

FINAL WRITTEN CASE STUDY REPORTS DUE AT BEGINNING OF CLASS

Second Set of Individual Presentations

Week 17

Mon., Dec. 7

Third Set of Individual Presentations

Wed., Dec. 9 (CLASSES END)

Fourth Set of Individual Presentations