

MEJO 433 – Crisis Communication - Spring 2017

Instructor: Valerie “VK” Fields	Classroom: 142 Carroll Hall
Office: Carroll 229	Time: Sect. 001 T/Th 2:00-3:15 p.m.
Office Phone: (919) 962-2680	Hours: Before & After Class or
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Course Overview: “Crisis Communication” provides a comprehensive assessment and understanding of the nature of crises. It also examines the role public relations professionals play in helping corporate, nonprofit, government organizations and individuals to manage and find success through optimal use of mass communication theories and best practices. The course introduces students to the distinctive areas of crisis research and practice as identified by leading crisis theorists—prevention, preparation, recognition, response and post-crisis concerns. It also focuses on the three stages of crisis: 1) pre-crisis; 2) the crisis event; and 3) post-crisis.

Course Objectives: By the end of this course, students should be able to demonstrate the following competencies:

- (1) List and explain key terms and principles of contemporary crisis communication management.
- (2) Explain the role of communication, per the National Incident Management System (NIMS), and apply relevant aspects of that system to hypothetical crisis situations.
- (3) Apply crisis communication theories, principles and strategies; understand critical legal and ethical issues.
- (4) Analyze, critique and develop a crisis communication plan.
- (5) Demonstrate media engagement knowledge and skills, along with effective presentation skills for crisis management and crisis communication.

Prerequisites: To take this course as an undergraduate you must have successfully completed MEJO 153 “News Writing and MEJO 137 “Principles of Advertising and Public Relations.” **NO EXCEPTIONS!**

Required Texts: *Ongoing Crisis Communication: Planning, Managing, and Responding*. Fourth Edition (2015). W. Timothy Coombs. Sage Publications. ISBN: 978-1-4129-8310-5.

Additional readings will be handed out in class or made available on Sakai or in the Park Library. It also is a good idea to read at least two daily newspapers online and to view CNN and similar headline news feeds, which provide excellent coverage of issues about emerging crises and opportunities to analyze crisis communication procedures. Other industry resources include: PR Week, PR Tactics or O’Dwyer’s PR Report. We will spend the first few minutes of each class discussing relevant PR and crisis-related news.

Other Required Resources:

The Federal Emergency Management Agency (FEMA) operates the Emergency Management Institute (EMI). Two important course resources are available online at <http://training.fema.gov/IS/NIMS.asp>. See IS 700.a *National Incident Management System (NIMS), An Introduction* and IS 702.a *National Incident Management System, Public Information Systems*.

NIMS Online Training

Students are required to complete self-paced NIMS training modules and print out two Certificates of Completion for course credit. The certificates are due with the Midterm exam.

Assignments and Deadlines: All writing assignments must be typed, correctly formatted and turned in on time. For outside assignments, late papers will receive a reduced grade unless you and I agree before the assignment is due that it can be late. Otherwise the assignment will receive an F. No assignment will be accepted if it is turned in more than 24 hours after its deadline.

Method of study:

Current events, lectures, tabletop exercises, external readings and class discussions about individual and organizational crisis management are the teaching tools for this course. The professor will present lecture material relevant to crisis cases and, along with guest speakers and supplemental readings, provide real-world examples of a variety of high-profile crisis situations for review and analysis. Group discussion, critical review and practice presentations for crises are the core of the class. Each student is expected to read assigned case material before the class in which it is to be discussed and be prepared to participate actively in crisis case discussions and interactive activities. Ongoing dynamic crisis material will also be presented as current events dictate. NOTE: 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 Crisis Communication cases and tabletop exercises. Students also will be called on to present case facts as well as analyze critical crisis managements strategies for class projects.

JOMC 433 Grades:

Grading Percentages		Final Course Grade - Scale
Crisis Communication	10%	A = 100-95
Book Review & Presentation		A- = 94-90
Press Conference Briefings & Class Participation	30%	B+= 89-87
Crisis Communication Plan	20%	B = 86-84
Midterm Exam & FEMA/NIMS Certificate	20%	B- = 83-80
Final Exam	20%	C+= 79-77
		C = 76-74
		C- = 73-70
		D = 69-65
		F = 64 and below

This course follows the University's Grading Standards:

"A" students do not miss classes during the semester. They read and critically engage all the assigned textbook chapters and any optional readings on reserve before the material is covered in class. Written assignments and exams are not only complete, but cover more than just the minimum requirements. The assignments exhibit proper style and format, are well organized, integrate strategic planning and targeting, and are written precisely and concisely. All materials are turned in on time or early, and all rewrite opportunities are used. These students keep up with current events.

"B" students miss one or two classes during the semester, but these are excused absences. They usually read the assigned textbook chapters and some of the optional readings on reserve in the library before the material is covered in class. Written assignments and exams usually exhibit proper style and formatting, integrate strategic planning and targeting, are well organized, and are written precisely and concisely. All materials are turned in on time, and all rewrite opportunities are used. These students tend to keep up with current events.

"C" students miss one or two classes during the semester, usually excused. They read the assigned textbook chapters and some of the optional readings on reserve in the library just before the material is covered on the exam. Written assignments and exams usually exhibit proper style and formatting, but they do not always integrate strategic planning and targeting and are not always well organized or written precisely and concisely. All materials are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss three or more classes during the semester and skim assigned readings. Written assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting and are often not well organized or written precisely and concisely. Materials are not always turned in on time; only some rewrite opportunities are used. Class participation is lacking, and they don't keep up with current events.

"F" students fail to come to class on a regular basis. They miss exams and written assignments, do not actively participate in class discussions, and fail to participate in presentations.

Projects/Exams: A Crisis Communication Plan (final project) and two exams (a midterm and a final) will be given. The midterm exam will be a 75-minute Crisis Communication review and analysis. The final exam will be a 75-minute comprehensive exam that covers the entire semester. Failure to show up for the midterm exam or to make prior arrangements will result in a grade of F. Failure to take the final will result in an AB. Textbooks, readings, in-class discussions and guest lectures will be covered in the exams. NOTE: You should plan to take notes (follow along on your computers) in class as the lecture expands beyond the textbook and information posted on Sakai.

Work handed in by students is expected to be as professional as possible. That includes presentation of material (grammar, spelling, editing, etc.) as well as the quality of ideas. Papers and exams will be graded accordingly with points taken off for poor writing or poor organization, grammar and spelling.

NOTE: All assignments must be typed.

Sakai: I encourage you to use the Sakai Discussion Board feature to discuss client issues among your peers. This is an effective way to ask questions, find out who faces similar challenges/opportunities and share successes. Additionally, all other handouts are/will be posted on Sakai for your convenience. Please consult these materials and use this resource to ensure production of quality case studies and communication tools in this class.

Honor code:

It is expected that each student in this class will conduct himself or herself within the guidelines of the University honor system. 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, which includes written book reviews, and communication plans. Use of former students' book review(s) constitutes a breach of the honor code and will be dealt with accordingly. It is the responsibility of each student to abide by the UNC Honor Code, which prohibits **plagiarism**, lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity; and the Campus Code, which prohibits students from significantly impairing the welfare or educational opportunities of others in the University community. If you haven't read the code in a while, please revisit it and honor it!

Diversity:

The University's policy statements on Equal Educational Opportunity and Nondiscrimination as outlined in the 2013-2014 Undergraduate Bulletin. <http://www.unc.edu/ugradbulletin/intro.html>. The University 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. If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need assistance or ADHD/LD services from The Learning Center please contact them at 919-962-7227 or <http://learningcenter.unc.edu/>

NOTE: Please, come talk to me at any time if you have questions or concerns about the course. My objective for the course is to make it a positive learning experience, admittedly through your hard work. I am a resource available for your assistance—and want to see you succeed.

BOOK REVIEW FORMAT

Each student must read a recently published book (copyright after 2010) and complete a Book Review that discusses a topic related to a Crisis Communication issue or case study. It can support your semester crisis project or be totally different. The instructor must approve book selections in advance in order to satisfy the requirement. Book Reviews should be at least 750 words in length (not including citations), typed and double-spaced. They will be graded in three parts:

Part 1. Synopsis of Crisis situation/facts to include identifying stakeholders (20 points);

Part 2. Analysis of Crisis and Recommended Crisis Management strategies; include course terminology from textbook and lectures (50 points); and

Part 3. Spelling, grammar and editing of Book Review, following these instructions (30 points).

Book reviews should be typed, double-spaced and 750 words in length. Use the heading format below to include the title, editor or author, publisher, copyright date, number of pages in book, price and pbk for paperback or hbk for hardback. Be sure to include a recommendation on whether or not the book is appropriate as supplemental reading for future Crisis Communication courses. Additionally, the book review must be read, peer reviewed (edited) and initialed by at least one other student in the class prior to turning in the final draft.

Sample Book Review Heading:

Taking Our Country Back: The Crafting of Networked Politics from Howard Dean to Barack Obama by Daniel Kriess, Oxford University Press, 2012. 248 pp. \$ 24.95 pbk.

Pay attention to quality journalistic writing as well. Points will be taken off for poor editing and/or grammar, weak organization of ideas and spelling errors. **A grading scale similar to MEJO 153 Newswriting and MEJO 232 Public Relations Writing will be applied.** Clear, succinct and accurate writing is just as important to a public relations professional as it is to a journalist. Be sure that you don't plagiarize material; provide source citations. Remember that if you take an idea from the book, please attribute it to the text's authors.

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ACEJMC Professional Values and Competencies

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

Specifically, MEJO 433 Crisis Communication aligns with the following values of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and expects students to:

- 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;
- 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 tools and technologies appropriate for the communications professions in which they work.

MEJO 433 Crisis Communication – Weekly Class Schedule

***As is the nature of Crisis, schedule is very, very likely to change... to the worst case scenario! ***

Date	Topic and Assignments
	<p><i>*Read all textbook chapters and online reference materials in advance and be prepared to discuss at the beginning of class.</i></p>
<p>Week 1 T/Th Jan. 12, 17, 19</p>	<ul style="list-style-type: none"> ● Welcome & Introductions! Review and discuss syllabus and “Ongoing Crisis Communication” (OCC) textbook. Students should read syllabus in advance, and be prepared to discuss the Preface and a current crisis for Tabletop Crisis Exercises. ● Coombs, Chapter 1 “A Need for More Crisis Management”
<p>Week 2 T/Th Jan. 25 & 26</p>	<ul style="list-style-type: none"> ● Crisis Communication team/project assignments; plan to follow and update class on your assigned crisis throughout the semester. ● Class Discussion on current U.S. and International crises.
	<ul style="list-style-type: none"> ● Begin online FEMA/NIMS courses IS700.a and IS702.a ● Submit book title for Crisis Communication Book Review ● Turn in writing assignment identifying and explaining a current crisis, based on the Coombs textbook definition. Include a Situation Analysis, crisis overview, relevant audiences and the current crisis communication media response.
<p>Week 3 T/Th Jan. 31 & Feb. 2</p>	<ul style="list-style-type: none"> ● Coombs, Chapter 2 “Effects of the Online World on Crisis Mgmt.” ● Turn in typed overview of individual or organizational crisis you will represent and follow throughout the semester - with a brief synopsis of the issue (100-200 words) and your initial recommendations.
	<ul style="list-style-type: none"> ● Crisis Tabletop Exercises (topic TBD based on news cycle). Focus on crisis situations that involve natural disasters and non-manmade events; resulting in significant loss of life and property. ● Class Discussion & Mock Presentations: Art of the Apology
<p>Week 4 T/Th Feb. 7 & 9</p>	<ul style="list-style-type: none"> ● Coombs, Chapter 3 - “Proactive Management Functions” ● Current events and Crisis Communication class discussion.
	<ul style="list-style-type: none"> ● Crisis Tabletop Exercises (topic TBD based on news cycle). Focus on crisis situations that involve scandal and salacious/embarrassing personal conduct. ● Class Discussion: Body Language and Nonverbal Communication
<p>Week 5 T/Th Feb. 14 & 16</p>	<ul style="list-style-type: none"> ● Crisis Tabletop Exercises (topic TBD based on news cycle). Focus on crisis situations that involve racial tensions or divisive topics; also include manmade crises that result in loss of life. ● Coombs, Chapter 4 “The Crisis Prevention Process.” ● Class Discussion: Managing Hostile Audiences/Guilty Clients.
	<ul style="list-style-type: none"> ● Guest Speaker/Presenter: Crisis Communication in Practice

Week 6 T/Th Feb. 21 & 23	<ul style="list-style-type: none"> ● Crisis Tabletop Exercises (topic TBD based on news cycle). Focus on crisis situations that involve political, financial, hacking and other engineered events. ● Coombs, Chapters 5-6 “Crisis Preparation: Part I & II” ● Class Discussion & Mock Presentations: High-Pressure Live Broadcasts
COME EARLY!	Film Screening: Crisis Communication and Reputation Management
Week 7 T/Th Feb. 28 & Mar. 2	<ul style="list-style-type: none"> ● Crisis Tabletop Exercises (topic TBD based on news cycle). Focus on crisis situations that involve celebrities or high-profile individuals. ● Coombs, Chapter 7 “Crisis Recognition” ● Class Discussion: film analysis and critique
	Book Reviews Due; begin sharing book review presentations. Media Q&A sessions
Week 8 T/Th Mar. 7 & 9	Book Reviews presentations cont’d Coombs, Chapter 8 “Crisis Response” and Chapter 9 “Postcrisis Concerns” Media Q&A sessions
March 9 – Midterm Exam	Midterm Exam and FEMA/NIMS online course certifications due
<i>Spring Break March 10-19</i>	
Week 10 T/Th Mar. 21 & 23	<ul style="list-style-type: none"> ● Introduction to Crisis Communication research, planning and development ● Sample Crisis Case – press conference review & critique ● Crisis Communication Case Study – class discussion
	<ul style="list-style-type: none"> ● Begin work on Crisis Communication Media Kit content and CrisisComm Social Media Plan [News Releases, Media Advisories, Speeches, Fact Sheets, Talking Points...] ● Group Work: Media Q&A Development and Media Prep/Coaching
Week 11 T/Th Mar. 28 & 30	<ul style="list-style-type: none"> ● Work on Crisis Communication Media Kit content and CrisisComm Social Media Plan, and online remote Dark Site ● Group Work: Media Q&A Development and Media Prep/Coaching
	<ul style="list-style-type: none"> ● Work on Crisis Comm Media Kit content and Dark Site ● Group Work: Media Q&A Development and Media Prep/Coaching
Week 12 T/Th Apr. 4 & 6	<ul style="list-style-type: none"> ● Work on Crisis Comm Media Kit content, Dark Site and Prezi or Powerpoint presentations ● Group Work: Media Q&A Development and Media Prep/Coaching
	<ul style="list-style-type: none"> ● Work on Crisis Comm Media Kit content, Dark Site and Prezi or Powerpoint presentations, Media Q&A and Press Conference Itinerary ● Group Work: Media Q&A Development and Media Prep/Coaching
Week 13 T/Th Apr. 11 & 13	<ul style="list-style-type: none"> ● Finalize Crisis Comm Media Kit and Presentations ● Press Conference Run-Thru and Media Relations/Media Mgmt. ● Group Work: Media Q&A Development and Media Prep/Coaching
Week 14 T/Th Apr. 18 & 20	<ul style="list-style-type: none"> ● Finalize Crisis Comm Media Kit and Presentations ● Press Conference Run-Thru and Media Relations/Media Mgmt. ● Group Work: Media Q&A Development and Media Prep/Coaching

Press Conference Friday, April 21	PRESS CONFERENCE w/Business Journalism Reporters & Media
Week 15 T/Th Apr. 25 & 27	<ul style="list-style-type: none"> ● Post-Crisis/Press Conference debrief; article review and class discussion ● Work on Crisis Communication Plan – final project ● Final Exam Review
Week 16 Thurs, April 27 FINAL EXAM	● Last day of class. FINAL EXAM.

Official University Final Exam Date: Monday, May 8
12:00 noon – CA 142