

COURSE SYLLABUS

Faculty Name: Kenneth D. Payne

Course Title: REC 521 - Public Relations in Recreation and Sport

Class Days / Hours: Online

Room: Online

Course Number: RSA 521-720

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Office Hours: Mon. Wed. & Friday: 9:00 a.m. – 12:30 p.m. (or by appt.)

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Welcome to RSA 521, Public Relations in Recreation and Sport. This course is designed to prepare you for a management position in a variety of recreation and sport organizations. The curriculum and materials identified for investigation should expose you to a variety of public relations issues, trends, and opportunities. This course is designed to give you insight into the skills necessary for effective communication among all stakeholders within and outside of recreation and sport agencies.

Catalog Description:

Effective communication between colleagues, program participants, and the public through the use of audio-visual devices and techniques.

Required Reading:

Required: Stoldt, G. C., Dittmore, S. W., & Brandvold, S. E. (2006). Sport Public Relations: Managing Organizational Communication. Champaign, IL: Human Kinetics.

Recommended Reading:

Anything and everything you can find in the news about public relations, sport, and recreation.

COURSE OBJECTIVES:

Upon completion of this course the student should understand the following:

- The nature of sport public relations, its relationship to sport marketing and advertising, and its benefits to sport organizations.
- Reputation management in sport and how sport organizations may use public relations programs to foster desirable relationships with key publics.
- The history of sport public relations, the unique relationship between sport and the media, and the evolution of sport public relations.

- The foundations for effective media relations in sport. These include providing appropriate information services to members of the media, staffing media events such as news conferences, and developing organizational media in support of the public relations function.
- The critical nature of crisis communications plans and how to develop such a plan.
- The diverse nature of community relations programs in sport and their related benefits.
- The purposes and benefits of internal public relations programs directed at employees and investors - and external programs designed for customers, donors, and regulators.
- The legal and ethical considerations relevant to sport public relations.

ASSIGNMENTS:

RSA 521 is divided into five (5) sections, and each section has the following assignments:

Chapter Outlines - Each student will complete a **one-page summary** of each assigned chapter from the required text (Sport Public Relations, 2006). The summary can highlight any part of the chapter the student feels is of particular interest to their professional development. Chapter outlines will be reviewed for quality and completeness, and collectively account for 10% of the final grade for the course.

Case Study Assessment - Each section of the course contains at least one detailed case study taken from the world of sport and recreation. Each student will complete a **two-page assessment** of the case study for a grade. Detailed explanation for completing the case study assessment is included with the assignment on the course site. Case study assessments will be reviewed for quality and completeness, and collectively account for 10% of the final grade for the course.

Research Review - Each section of the course contains at least one published research paper taken from a major public relations journal that focuses on studies of particular interest in sport and recreation. Each student will complete a **two-page review** of the assigned research, noting strengths, weaknesses, threats, and opportunities (SWOT) of the publication and its application to sport and recreation. Detailed explanation for completing the research review is

included with the section assignment on the course site. Research reviews will be assessed for quality and completeness, and collectively account for 10% of the final grade for the course.

iLecture Quizzes - Each section of the course contains a recorded lecture concerning topics relevant to the assigned chapters for that section. Students are encouraged to watch the recorded lecture, and complete a **25-question quiz** of the recorded material for review. iLecture quizzes collectively account for 10% of the final grade for the course.

In addition, the course contains the following semester-long assignments:

Sports Daily Update - Each week the instructor will post to the course blog a current public relations issue or event from sports news headlines that corresponds to the chapters you are considering for that section. You will have the opportunity to discuss the posting via **message board discussion**. Each posting to the discussion board counts for 10 points (100 points maximum). Sports Daily Update collectively accounts for 10% of the final grade for the course.

Public Relations Ethical Practice (PREP) – Each student will post **weekly responses** their personal course blog that address ethical issues taken from the "real world" of public relations. Detailed instructions for setting up a course blog are located on the course site. A link to every student blog will be included in the Blog Roll on the course site. PREP accounts collectively for 10% of the final grade for the course.

Public Relations Campaign Plan - The final project for the course is to research, plan, develop, and publish a detailed public relations plan for your company, organization, group or idea. Detailed explanation, example plans, and recorded instruction on how to complete the public relations plan assignment are included in the first section of the course. The public relations campaign plan will be reviewed for quality, completeness and creativity, and accounts for 40% of the final grade for the course.

GRADE SCALE:

Course grades will be assigned based on the following ratio:

Sport Daily Update - 10%

Public Relations Ethical Practice (PREP) - 10%

Chapter Outlines - 10%

Case Study Assessment - 10%

Research Review - 10%

iLecture Quizzes - 10%

Public Relations Campaign Plan - 40%

Grading Rubric for PREP Blog Posts

Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic. (100)

Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic. (90)

Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. (80)

Limited. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic. (70)

No Credit. The blog post is missing or has one or two disconnected sentences. (0)

COURSE SCHEDULE:

The course is divided into five (5) sections with each section having an associated beginning and ending date. To assist students in moving through the course in a timely, logical, and efficient manner, the course content for each section will remain available on the course site utilizing the following schedule:

Section One

6-Feb Chapter 1

13-Feb Chapter 2

20-Feb Chapter 3

Section Two

27-Feb Chapter 4

5-Mar Chapter 5

12-Mar Chapter 6

19-Mar Chapter 7

**Section
Three**

26-Mar Chapter 8

1-Apr Chapter 9

8-Apr Chapter 10

15-Apr Chapter 11

Section Four

23-Apr Chapter 12

Section Five

30-Apr Chapter 13

6-May Chapter 14

Note: Sections will begin on Monday at 6:00 a.m. and end on Monday at 6:00 a.m. See the "Start Here" video for a more detailed description of the course schedule.

CLASS POLICIES:

Special accommodations:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course just contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is (270)745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Dishonesty:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his or her own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Disposition of Offenses - Students

who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal.

Teaching Philosophy

I view teaching as behavior that strengthens and motivates the intent to learn, and learning as the acquisition and command of a realm of knowledge. Thus, as Dr. Steve Thien from Kansas State University reminds us; “teaching others to learn is a teacher’s most important gift.” To accomplish this learn-to-learn goal, I’ve developed a set of tenets that I use to not only develop and design my classes, but also measure my teaching effectiveness and student learning. They are:

Encourage students to take risks.

Experiences of discovery are invitations to deep learning. Whether such experiences take the form of invention, insight, seeing new landscapes, or seeing familiar landscapes in new ways, their impact on the learner is to open new horizons and to develop the habit of curiosity. This philosophy implies a level of accepted risk. I encourage students to take risks – and hold the ladder when necessary.

Allow students to fail.

Collaborative learning thrives on problem-based curricula that require students to grapple with ambiguous and difficult dilemmas. Too often the value of collaboration is thought in terms of a division of labor, instead of leveraging diverse expertise and perspectives to cope with difficult challenges. As one well known business leader lamented, “I never learned anything from my successes, only my failures.” I allow students to fail – and pick them up when necessary.

Challenge students to think.

Student’s presentations and projects that are given without the benefit of an appointed critic deprive students of meaningful opportunities to model critical thinking. In this manner, students have ample opportunity to hone their skills in critical thinking and dialogue – not only by comparing the performance of other groups with their own, but also by gaining practice in offering tactful and constructive criticism. I challenge students to think – and support their views when necessary.

Evaluate students based on performance.

The learn-to-learn model relies strongly upon the use of rubric-based assessment to distinguish among levels of competency. Rubrics are criteria by which students can judge their own work and the work of others – a way to generalize levels of competency. Assessment criteria are public and provide a

helpful way to reinforce expectations for student performance and to benchmark one's own progress on skill development. I evaluate student performance – and hold them responsible for results.