

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Social And Behavioral Sciences
Level/Career	Undergraduate
Course Number/Catalog	3333
Course Title	Crisis Communication
Transcript Abbreviation	Crisis Comm
Course Description	Managing strategic communication efforts during a crisis.
Semester Credit Hours/Units	Fixed: 2

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.09
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	Important area of strategic communication not yet covered in our curriculum
Sought concurrence from the following Fiscal Units or College	

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Case study of crisis situations and their management
 - Prevention and planning
 - Crisis management; developing a management plan
 - Crisis communication theory
 - Crisis recognition and response
 - Reputation management
 - Crisis management evaluation
 - Ethical demands of crisis
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- Crisis Comm Syllabus - 7 Weeks 6-22-10.doc: COMM 3333 Crisis Comm

(Syllabus. Owner: VanPelt, Susan J)

Attachments

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt, Susan J	10/08/2010 08:24 PM	Submitted for Approval
Approved	McDonald, Daniel Gary	10/17/2010 01:35 PM	Unit Approval
Pending Approval	Mumy, Gene Elwood Selby, Erin Faye	10/17/2010 01:35 PM	College Approval

Communication 3333 Crisis Communication
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Professor:
E-mail:

Office:
Office Hrs:

Course Overview: This course is designed for students who are interested in crisis communication theory and research in application to a variety of contexts (e.g., agriculture, environment, health, safety, terrorism, etc.). More specifically, students will learn about a number of issues such as crisis prevention, diagnosing crisis vulnerabilities, recognizing crisis, considering legal and ethical issues, responding to crisis, and crisis management evaluation.

Textbook and Reading Assignments:

- Coombs, W. T. (2007). *Ongoing crisis communication: Planning, managing, and responding*. Los Angeles, CA: Sage.
- Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. (2007). *Effective crisis communication: Moving from crisis to opportunity*. Los Angeles, CA: Sage.
- Assigned Articles (see syllabus schedule) are available on Carmen through Ohio State Library's electronic reserves.

Note: All readings must be completed prior to the classroom discussion.

Disability Services: Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs or contact the office for disability services at (614)292-3307 in 150 Pomerene Hall. Students must inform the instructor of their needs in the beginning of the quarter.

Academic Misconduct: Academic misconduct will not be tolerated on any occasion. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations or journals. All instances of alleged academic misconduct will be reported to the Committee on Academic Misconduct, which is responsible of investigating or establishing procedures for the investigation of all reported cases of student academic misconduct. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)

Illness and Other Personal Emergencies: If a student experiences an unavoidable personal situation that prevents the student from completing work on time, he/she should inform the instructor prior to the due date. Extensions may be granted for substantiated emergencies.

Policies and Rules: Students are expected to act responsibly and abide by the following policies.

- 1) If there are unusual circumstances that are affecting a student's performance in this class, he/she should inform the instructor of them as soon as possible. Do not contact the instructor on the day of the due date or after the fact.
- 2) Students should wait 24 hours from when a graded assignment is given back before discussing grades. Students have one week after the graded assignment is returned to challenge grades. Grade challenges must be typed and written in a respectful manner.
- 3) The classroom is a space where people come to explore a variety of ideas in an open and welcoming environment. For this to occur, students and the professor must be respectful of one another. Sexism, racism, or homophobic behavior will not be tolerated.
- 4) All cell phones and beepers must be turned off during class. Students must refrain from reading the newspaper, texting, listening to an iPod, emailing, or using Facebook/Twitter/Myspace during class. Students may be asked to leave class for such behaviors.
- 5) Make-up tests will only be given when the student provides an appropriate justification for missing the scheduled test date. Appropriate justification depends on each case and will be decided by the instructor.
- 6) The crisis communication paper will be collected during the first ten minutes of class on its due date. After the first ten minutes, any work submitted will be considered late. Late work will receive an automatic letter grade reduction (e.g., A to B, B to C, C to D, or D to F) for every day (including weekends) the work is late. In short, papers that are more than four days late are automatically failing.

Evaluation Criteria:

- 1) **Two Exams (20 points; 40%):** Two exams will be given that are designed to test knowledge and understanding; therefore, questions require recall and application of material. The exams are noted on the syllabus and cover the material in the class meetings prior to the exam.
 - a. **READ CAREFULLY:** THE INSTRUCTOR RESERVES THE RIGHT TO WITHHOLD THE EXAM IF A STUDENT ARRIVES MORE THAN 15 MINUTES LATE ON EXAM DAYS (I.E., HE/SHE WILL RECEIVE A ZERO ON THE EXAM). AND, IF THE STUDENT ARRIVES AFTER THE FIRST PERSON HAS COMPLETED/LEFT THE EXAM, THE STUDENT WILL ABSOLUTELY NOT BE ALLOWED TO TAKE THAT EXAM (I.E., HE/SHE WILL RECEIVE A ZERO ON THE EXAM).

- 2) **Discussion Facilitation (15 points):** Each student will co-present in class and co-facilitate a class discussion. During the class discussion, EACH facilitator must do all of the following:
 - a. Each facilitator will be expected to summarize the 5 points that stood out most to them in the readings for the day. These can be unexpected findings, points they think should not be forgotten, or any other points they find important. Students may have more than 5 points in their summary, but they **MUST** identify their top-5 from those points. *Note: if an article is assigned along with a chapter, devote two points to the chapter and three points to the article.*
 - b. Each facilitator must develop 5 discussion questions. These questions might be points about which the facilitators want their classmates' perspective on. Facilitators also may want further clarification of a concept or to see if the class thinks it applies to another situation, or it can be where the facilitators disagree with the reading and want to see if the class agrees. Any question that expands upon and reacts to the readings is acceptable – facilitators shouldn't just ask for a definition that is already in the text. *Note: if a pdf article is assigned along with a chapter, devote two points to the chapter and three points to the article.*
 - c. Each facilitator should find a crisis (domestic or international) that applies to the course concepts and readings assigned for their discussion facilitation day. They should describe the crisis, how it was managed, how people responded, and how the crisis applies to the course concepts and/or readings.
- 3) **Crisis Communication Paper (35 points):** Students will individually complete a paper (10-12 pages, not including cover page and references) analyzing a current crisis in the United States (typed, double-spaced with 1" margins). The analysis will require students to incorporate crisis theory and other concepts discussed in class and the readings. Specific guidelines will be provided in a separate handout.
- 4) **Participation (10 points):** Overall, participation contributes to the classroom dynamic of the course as well as illustrates whether the lessons used to teach the course concepts are clear. Each student is expected to respond to course material and to complete and discuss exercises in class meetings. Most class sessions will include a segment where students will be asked to work individually or in small groups to solve a problem, come up with an example, or analyze some form of communication. Students also need to consistently contribute to class discussions and offer insightful comments regarding the readings and lectures.
- 5) **Attendance:** Punctual attendance is expected for all class meetings. The instructor will take attendance during every class meeting and students will be responsible for signing the attendance sheet. Students will be allowed one absence during the 7 weeks. For each absence after that, the student will receive a 1-point grade deduction.

Attending class is imperative to the learning process. Many times, students will be tested on material discussed in class and that material is often not available from other resources. If a student misses class, it is his/her responsibility to contact a classmate for any announcements, notes, or handouts related to that missed class. Emails to the instructor inquiring what a student missed will not be responded to under most circumstances.

Final Grade (100 points; 100%): A student's final grade is final. Please do not request a change of grade for reasons other than mathematical error. A student's final grade will be determined by summing the scores. Students should monitor their own grades, so that they know their standing in the course at any time during the quarter.

A	= 93-100	B	= 83-86	C	= 73-76	D	= 60-66
A-	= 90-92	B-	= 80-82	C-	= 70-72	E	= 59.9 and below
B+	= 87-89	C+	= 77-79	D+	= 67-69		

7-Week Semester Schedule:

WEEK	LECTURE TOPIC	READING(S) AND ASSIGNMENTS TO BE COMPLETED FOR CLASS
Week 1		
<i>Day 1</i>	Introduction to Crisis Communication <ul style="list-style-type: none"> From Risk to Crisis Types of Crises Importance of Crisis Management 	Chs. 1-2 (Coombs)
<i>Day 2</i>	Prevention & Planning <ul style="list-style-type: none"> Finding Warning Signs Discussion of Famous Crisis Situations – Warning Signs? 	Chs. 3 & 4 (Coombs)
Week 2		
<i>Day 1</i>	Crisis Management <ul style="list-style-type: none"> Developing a Team Identifying a Spokesperson Effective Leadership 	Ch. 5 (Coombs) Ch. 4 (Ulmer et al.)
<i>Day 2</i>	Developing a Management Plan <ul style="list-style-type: none"> Understanding the Diversity of your Audience Preparing the Crisis Communication System (new media, mass media, interpersonal) 	Ch. 3 (Ulmer et al.) Ch. 6 (Coombs)
Week 3		
<i>Day 1</i>	Crisis Communication Theory	Assigned Reading (Carmen)
<i>Day 2</i>	Exam 1	EXAM 1

Week 4		
<i>Day 1</i>	Crisis Recognition <ul style="list-style-type: none"> • Information Gathering and Processing 	Ch. 7 (Coombs)
<i>Day 2</i>	Managing Uncertainty <ul style="list-style-type: none"> • Lessons on Uncertainty • Examples of Success and Failure 	Ch. 2 (Ulmer et al.) Ch. 5 (Ulmer et al.)
Week 5		
<i>Day 1</i>	Crisis Response <ul style="list-style-type: none"> • Accommodating Information Demands • Responding Quickly • Speaking with One Voice 	Ch. 8 (Coombs) Assigned Reading (Carmen)
<i>Day 2</i>	Reputation Management <ul style="list-style-type: none"> • Combating Rumors • Maintaining Credibility and Integrity • Establishing Authority • Crisis Containment 	Assigned Readings (Carmen)
WEEK 6		
<i>Day 1</i>	Crisis Management Evaluation <ul style="list-style-type: none"> • Performance Evaluation • Impact Evaluation • Learning through Failures 	Ch. 8 (Coombs) Ch. 9 (Ulmer et al.)
<i>Day 2</i>	Ethical Demands of Crisis <ul style="list-style-type: none"> • The Role of Values in Crisis Response • Responsibility and Accountability • Access to Information 	Ch. 11 (Ulmer et al.) Assigned Reading (Carmen)
WEEK 7		
	Final Exam	FINAL EXAM