



University of Wisconsin-Stevens Point

College of Fine Arts and Communication
Division of Communication

Stevens Point WI 54481-3897
715-346-3409; Fax 715-346-4769
www.uwsp.edu/comm/

Communication 339: Crisis Communication T/Th 9:35 a.m. – 10:50 a.m.

Thomas Salek, PhD	: Instructor
CAC 305	: Office
tsalek@uwsp.edu	: Email
715-346-3401	: Phone
W: 11 – 2 p.m.	: Office Hours
By appointment	

Required Texts:

- Kathleen Fern-Banks, *Crisis Communications: A Casebook Approach*, Fourth Edition (Mahwah, NJ: Lawrence Erlbaum Associates, *Public Relations Writing: The Essentials of Style and Format*, Eighth Edition (Boston, MA: McGraw Hill, 2010). Available: UWSP Text Rental.
- Regular access and familiarity with current events via your preferred news format.
- Additional readings posted to our class D2L site.

Recommended Texts:

- Lauren Kessler and Duncan McDonald, *When Words Collide: A Media Writer's Guide to Grammar and Style* Any edition. (Boston, MA: Thomas Wadsworth). Available in the library or on Amazon.
 - We will not reference this book directly, but it is a great writing guide to consult on all matters of grammar and clear, concise writing.

Course Description

In our personal and professional lives, we do our best to plan ahead and prevent interpersonal or organizational conflict from turning into a public crisis. This course examines how communication is the foundation to crisis management and prevention. In this course students will learn how to use communication to help prevent conflict from turning into a crisis, how to strategically plan ahead for an potential crisis, as well as strategies for dealing with a crisis after it has become public. In order to understand how crisis communication functions, we will examine a number of case studies about individuals, companies, and governments. Some of these case studies illustrate a successful response to a crisis, others highlight how strategic planning helped turn a potential crisis into a non-issue, other case studies highlight instances where communication practices failed to adequately respond to the crisis on hand. Focused on analyzing and creating strategic crisis communication plans and practices, this course helps students build analytical and risk assessment skills for dealing with crisis in their personal and professional lives. Assignments will include personal reaction and analysis papers, as well as a group assignment on how to publicly respond to a crisis in verbal and written formats. Each class session is designed to be participatory with an emphasis on discussion, as well as individual and group assignments. In addition to relying on our textbook, we will draw from historical and contemporary crises.

Course Objectives

1. Demonstrate an understanding of the various theories on crisis communication management.
2. Develop and execute a strategic communication plan for crisis management.

3. Compose effective communication messages through AP Style, flawless grammar, clear writing and public speaking.
4. Demonstrate an understanding of the ethical principles surrounding the field of Public Relations and public culture.

Division of Communication Learning Objectives for Communication Majors

This course will help you achieve the Division’s objectives for all majors.

1. Communicate effectively using appropriate technologies for diverse audiences.
2. Plan, evaluate and conduct basic communication research.
3. Use communication theories to understand and solve communication problems.
4. Apply historical communication perspectives to contemporary issues and practices.
5. Apply principles of ethical decision making in communication contexts.

Course Requirements

Assignments	Points
Course Policies Agreement	10
Participation and Professionalism	130
Participation and Professionalism Self Evaluation	10
Reading/Lecture/Current Event Quizzes (4 @ 50 points each)	200
Crisis Communication Definition Analysis Paper	150
Crisis Communication Success/Failure Film Analysis Paper	150
Crisis Communication Analysis and Recommendation Letter	150
Final Group Project: Crisis Communication Written Plan	100
Final Group Project: News Conference	100
TOTAL	1,000

In addition to these graded assignments, you may be asked to complete a number of additional practice assignments. These assignments help develop your writing skills, and count toward your Participation and Professionalism grade.

Extra Credit: Extra credit may be announced in class only. These opportunities are optional. Specific directions will be provided when the opportunity arises.

Course Policies Agreement

At the start of the semester students will electronically sign a course policies agreement and upload it to the D2L dropbox. The course policy agreement lists documents that must be reviewed before the course begins. To receive credit, students must read the appropriate documents, indicate that the materials have been read, and then upload the agreement to the D2L dropbox.

Attendance, Participation and Professionalism

Class discussions and activities are vital to your understanding of key course concepts. Just like in the public relations world, many of the activities and presentations in this course are collaborative. That being said, it is vital for you to come to class, and constructively collaborate with your colleagues. This will help you better understand the course concepts, and prepare you for collaborating on graded group projects. As such, attendance is strongly encouraged.

Anyone who misses a class should make arrangements with another student to copy notes, review

announcements, and so forth. The instructor will present course materials only during designated class periods and will not reiterate materials from an entire class session during office hours. If students have specific questions that seek clarification about course content from a previous class period, they should not hesitate to ask, and the instructor will gladly work to clarify the course materials. However, students should not arrive at an instructor's office hours with the assumption that the instructor will "go over whatever I missed." Continually arriving late and/or leaving early is strongly discouraged. If it becomes a distraction, these instances will count as an absence.

Throughout the semester **130 points** will be allocated toward your Participation and Professionalism grade. Participation and Professionalism will be evaluated throughout the semester and posted before the final presentation date. Students may contact the instructor at any time to inquire about their participation and professionalism grade.

Please note that simply attending class does not constitute as full participation. Students are expected to be active in class (i.e., engaged in discussion/activities and making substantive connections to the course material/textbook). Below are four Participation and Professionalism principles. Students who follow all four of these principles will receive full points for in class discussion/interaction each week.

- **Participation:** Participation includes making helpful comments, grounded in key course concepts. These comments should help others in the class better understand the material. Remember that active listening is another key communication component.
- **Preparation:** Everyone is expected to have their book and read the assigned chapter(s) before attending class.
- **Punctuality/Politeness:** There are unavoidable circumstances to be late, but make every effort to always arrive on time. If, for some reason, you run late on presentation days, **do not walk into the classroom or knock on the door while one of your classmates is presenting.** Please wait until the presentation has finished to enter. There is also a strict technology policy for this course. Students will get two free passes for breaking the technology policy (i.e. forgetting to silence a phone, texting during class, etc.). After that 3 points will be deducted for every disruption.
- **Professionalism:** The classroom is an inclusive and professional environment. Everyone is to be treated with respect. Do not engage in side conversations, or be disruptive, when someone is speaking in front of the room. All types of communication in this course should be formal and professional. For example, when emailing the instructor or your colleagues, remember to include a proper subject line, greeting, and proper grammar.

Excellent Participation = 130-117 points	The student consistently adds value to discussion, makes connection to the text/course material, and always/mostly follows the principles stated above.
Good Participation = 116-103 points	The student regularly adds to the discussion, but has not consistently made connections to the text/course material. The student typically follows the principles stated above.
Average Participation = 102-89 pts	The student adds some value to discussion, but inconsistently makes connections to the text/course materials. The student sometimes follows the principles stated above,
Superficial Participation = 89-78 pts	The student infrequently participates and does not make connections to the text/course material. The student infrequently follows the principles stated above.

Non-Helpful Participation = 77-1 pts The student does not add value to the discussion; or comments are completely unrelated. The student is unprofessional and does not follow four principles stated above.

No participation = 0 points The student does not attend class and thus does not participate.

Participation and Professionalism Self Evaluation

This assignment allows you to write a one-page argument where you propose the grade you honestly deserve for class. As part of this assignment you must:

1. Present evidence and reasoning for the grade you assign (i.e., indicate what you have contributed to the class and align it with the evaluation criteria listed above).
2. Present an argument about what you will do moving forward to either (a) continue your current participation level or (b) improve your class participation.
3. Meet with the instructor in the middle of the semester to discuss your progress at achieving your course goal.

Reading/Lecture/Current Event Quizzes

There will be six quizzes throughout the semester. Quizzes are to test key ideas from the readings, lectures, class discussions and ongoing current event crises. Although the course will not require specific reading about current events, some quiz questions will be based on broad contemporary news item examples from class discussion. Quiz dates are scheduled for the following dates:

- Quiz 1: Tuesday Sept. 27
- Quiz 2: Thursday, Oct. 20
- Quiz 3: Tuesday, Nov. 15
- Quiz 4: Tuesday, Dec. 6

Crisis Communication Definition Analysis Paper

For this homework, you will rely on Lloyd Bitzer's "The Rhetorical Situation" and David Zarefsky's "Definitions" to analyze the exigency or problem marked by urgency. This is a 5 – 7-page paper that involves writing an analysis of a real person, company, or public institution's response to a crisis. This can be a contemporary or historical case study. The key to the assignment is that you analyze one instance of a rhetorical situation and how the person or institution defined the crisis. The assignment will require you to use concepts from our textbook, as well as the Bitzer and Zarefsky readings.

To start this homework, consider the following steps.

1. Find an issue or campaign that you care (and want to learn more) about
2. Find a press conference, public speech, or press release issued by the person, business, or institution at the center of the controversy
3. Analyze the exigence (i.e., problem marked by urgency), audience (i.e., who can be motivated to help solve or address the exigence), and constraints (i.e., the positive or negative things that stand in the way of the cause/campaign you are analyzing)
4. Analyze how the crisis is defined by the public institution—you should use direct quotations from the text you are analyzing
5. In your analysis begin to think about what kinds of communication strategies are being used to not only define the exigency, but the tone/style of response (i.e., apologia, dissociation, redefinition, denial, etc.)

Crisis Communication Film Analysis

This assignment allows you to critically analyze the effectiveness of a crisis communication strategy in a film or TV show. Much like the first analysis paper, you should first find a film or TV show centered on a crisis and examine how it is initially defined. Unlike the first paper, you should focus on the entire controversy from beginning to end. Your paper should analyze how a person, organization or institution created a consistent, inconsistent or situational response to a public crisis. The assignment will require you to cite our textbook, as well as additional readings. You should also directly refer to the case study in order to be as clear as possible.

1. Pick one of the recommended films below that you want to watch and analyze.
2. Focus on one individual or institution in the film and analyze their communication practices throughout the entire crisis. You should examine everything ranging from news conferences, social media usage, speeches (i.e., whatever information is available given your text).
3. Based on your case study, sketch the communication strategy using the template provided in class.
4. After filling in the communication strategy template, write a 5 – 7-page analysis paper. Your analysis should evaluate the successfulness or failure of the communication strategy used. In your critique, you should note communication transactions that were particularly effective (and provide evidence/reasoning as to why you reached to that conclusion). Likewise, you should provide instances where communication was ineffective (and provide evidence/reasoning as to why).

Recommended Texts:

- *Weiner* (2016)
- *Hail Caesar* (2016)
- *The Queen* (2006)
- *Chicago* (2002)
- *The War Room* (1993)
- *Jaws* (1975)
- Any other film or TV approved before Oct. 13

Current Event Crisis Communication Resolution Recommendation Letter

This assignment allows you to put your crisis communication skills to practice by writing a 4 – 5-page public letter to someone in the midst of a public controversy. In addition to writing this letter, you will give a five – six minute presentation on your letter to the class. Students will have different due dates for this assignment (due dates span Oct. 12 – Nov. 22). In the second week of class we will select your due date using a random number generator. You may trade your due date with any of your colleagues if you have an agreement (and let me know). If there is a date that you can not present because of a planned excused absence, please let me know the first week of class. In the third week of class, you will be required to submit an informal topic selection. Please note that topics may not be repeated. Topics are on a first come, first serve basis— meaning, whoever submits their topic to D2L first will be granted their first choice. Anyone else who selected that topic will be asked to generate a new idea.

To start the written part of this assignment, you should think about the following:

1. What current event or crisis interests me
2. What side or who do I want to write my letter recommendation to
3. Research the exigency of your crisis and the current state
4. Examine how your chosen person, business or institution is currently responding to a crisis
5. Analyze the effectiveness of their communication strategies—pointing to effective and ineffective examples.
6. Finally, make two concrete recommendations on how they could improve their communication skills and help resolve the crisis through communication practices. In other words, how can they use rhetoric or words to mobilize people to act or attenuate the conflict associated with the crisis at

hand?

To start the spoken part of this assignment, you should prepare the following:

1. Define your crisis and subject of your paper
2. Present the background about your crisis and how your letter receiver has currently responded
3. Present your two recommendations to the class and explain why these strategies will help resolve the crisis quickly and appropriately.

Group Crisis Communication Strategy and Breifing Report

For part one of the final project, you will work in groups of 5-6 to produce the strategy and content for an entire news conference and Q&A session. This part of the group assignment allows you to work on a team to develop a crisis communication plan and briefing report for members of the media and public. The assignment involves developing a communication plan that involves the various forms of communication and audiences you intend to target. Although your group does not have to execute the entire communication plan, you should prepare at a minimum the following:

1. A complete Communication Plan that starts from the start of a crisis to the completion (or anticipated completion).
2. A briefing report/press release on the crisis and immediate response. This document will be provided to your colleagues in advance of the final Communication Press conference.
3. A twitter and Facebook social media post about the crisis and ongoing efforts to gain control.
4. A set of key messages or talking points on the crisis that can be provided to spokespersons or those who are directly involved.
5. An internal risk analysis of the crisis and various tactics that could be used to attenuate the crisis. This risk analysis should be between 5-8 pages. This is intended to be an internal document that a public relations professional would provide a CEO or leader on the various ways to communicate to the public about the crisis. The analysis includes the best recommendation. An argument as to why this is the best strategy. As well as a justification for why the completed communication plan will help resolve the crisis from a communication perspective.

Group Crisis Communication Press Conference

For this final project, you will work in groups of 5-6 to execute an entire 45 minute news conference that includes a Q&A session. The primary goal of this assignment is to develop your strategic communication skills in both written and spoken form. The assignment will be evaluated holistically on the content, as well as the group's ability to maintain a clear message and strategy throughout the entire press conference.

Although individual group members may take responsibility for certain parts of the press conference creation, the entire group should develop the strategy, speaking roles, and key messages. The idea behind this group project is to begin working as a team at the beginning of the semester and develop the project over the course of several weeks. Throughout the semester you will work closely with your teammates on completing classroom activities and evaluating your peer's work. This part of the assignment is worth 75 points total.

Development of the Press Conference will include several items, specifically:

1. An introductory statement that defines the crisis and events leading up to its occurrence.
2. A timeline of events from the moment the event turned into a public crisis.
3. A statement from an authority figure who was a first responder and/or is directly involved with resolving the crisis at hand.
4. A statement on next steps for resolving this crisis and when the next communication will occur.
5. A designated spokesperson who provides answers from the news media and general public.

In addition to participating and creating content for your group's press conference, you will be assigned the

role of a reporter or member of the public in one other group's press conference presentation. You will be charged with the duty of asking a question about the crisis at hand. This question should not be developed on the spot, but instead researched beforehand through a briefing report. This part of the assignment is worth 25 points.

GENERAL GRADING POLICIES

Submission of Assignments

All assignments should be submitted **on D2L** by the specified date. You do not need to print off hard copies (unless otherwise specified).

Grading Policy

All course work is due by the date and time listed in the schedule unless otherwise noted. Requests to extend a due date for an assignment will be handled on a case-by-case basis, and the instructor has final say about any such arrangement. Requests should be made before an assignment is due—except in extenuating circumstances with documentation. Late work automatically will be docked 10% for each 24 hours after an assignment is due. *Please note: Even if an assignment is turned in 1-minute past the deadline it will be considered late and subject to the 10% penalty.*

Discussion of grades on assignments must take place before two weeks have elapsed from the receipt of the grade. After this, students are free to contact the instructor for clarification about a grade, but all numeric scores for assignments are final and will not be modified, regardless of the result of the discussion. In other words, don't wait until the last week of the class to ask about a possible grading error on an assignment that was completed more than two weeks prior. Grade disputes must be submitted in a written format (printed document or via email). In the document, provide concrete and defensible reasons for disputing a grade. Following receipt of the document, the instructor will review it and either reply with an explanation and/or may request a meeting with the student.

Grading Criteria for All Written Assignments

Written assignments for this class should follow the assignment guidelines. In any written work, please remember to provide arguments with ample evidence. This course is graded with the idea that an "A" is reserved for outstanding work. This means that the assignment demonstrates strong critical-thinking skills, makes an argument, supports it with ample evidence and is virtually error free. In contrast, a "C" is reserved for average work. This means that the assignment follows the minimum requirements, but may be unclear or not contain enough support.

Here are a few guidelines to follow before submitting written documents:

- Assignments should follow ALL the guidelines posted to D2L.
- Ideas are clearly expressed and supported with ample evidence from the course readings and/or outside sources.
- Assignments contain proper grammar and spelling (i.e., the paper has been thoroughly proofread). One way to ensure a paper is error free and easy to read is to read the paper out loud prior to submitting.
- Any assignment should follow APA style guidelines when citing research.
- Specific grading rubrics for each assignment will be available prior to its submission.

Revision Policy

One of the key aspects to this course is to hone in your writing skills. As part of that focus, editing is always the most important part of the writing process. Those who earn less than an 80 percent on a written homework assignment will be permitted to revise the assignment in order to improve the grade, according to the following policy:

1. No revisions will be allowed for written assignments earning an 80 percent or higher.

2. A revision does NOT guarantee a higher grade. You must show significant improvement in order to earn a higher grade.
3. A revision can improve the grade by up to 5 percentage points.
4. No revisions will be permitted for group projects or the final project.
5. Revisions will be due one week after you receive feedback.
6. Late work cannot be revised.

Final Grade Scale

Grading Scale	Letter Grade
1000-925	A
924-895	A-
894-875	B+
874-825	B
824-795	B-
794-775	C+
774-725	C
724-695	C-
694-675	D+
674-625	D
624-595	D-
594-0	F

GENERAL COURSE POLICIES

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Technology in the Classroom

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and not used in the classroom. If you are expecting a phone call or text message that is absolutely urgent, please let the instructor know ahead of time, and then quietly excuse yourself from the room to take care of the matter. Adherence of this technology policy is part of the Participation and Professionalism course grade.

Excuses for Missed Work

Your instructor, on a case-by-case basis, will evaluate excuses for missed work. Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. Any work missed due to an unexcused absence cannot be made up. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source

Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at

least one week *prior* to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation. When it comes to being present and prepared on the days a quiz or class assignment is being given, it is presumed that most things are under your control. You will only be permitted to make up a quiz or assignment due to extraordinary crises. Carelessness and unpreparedness, and all the things that result from them, will not be considered valid reasons for making up a speech or exam.

Technology Requirements

Written work must be posted to the D2L dropbox in Microsoft Word (.doc or .docx) or PDF formats only. No other formats will be accepted. If the instructor cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class.

When necessary, the instructor will communicate with the class and/or individual students via the email address listed in your D2L account. It is your responsibility to check that email account regularly.

Plagiarism and Academic Integrity

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Note: Submissions via D2L will be automatically screened for plagiarism.

Students with Special Needs/Disabilities

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>.

Emergency Procedures

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

A Note on Achieving Academic Success in this Course

I cannot wait to work with each and every one of you throughout the semester. I want everyone in this course to achieve their academic goals. To reach this end, I am happy to be here for you as much as you'd like. Please do not hesitate to reach out to me via email or stop by my office at any time. Throughout the semester there will be at least one required one-on-one individual appointment to discuss class participation and course goals. However, if you'd like to discuss individual assignments or anything, do not hesitate to reach out.

Course Schedule

This schedule reflects major readings and writing assignments. Additional assignments may be required throughout the semester. I may make changes to this schedule as I see fit to meet the needs of the class and take advantage of opportunities on your behalf.

Week	Topic	Readings	Graded Assignment Due
Sept. 6	Introduction to the Course	N/A	
Sept. 8	Crisis Communication Today	Fern-Banks, Chapter 1	
Sept. 13	Crisis Communication Theory	Fern-Banks, Chapter 2	Course Policies Agreement
Sept. 15	Crisis Communication Theory – Constructing Arguments and Key Messages	Ziegelmueller, pp. 36-41 (D2L) Renfree, 6 Ways to Turn Employees Into Ambassadors When a Crisis Hits (D2L)	
Sept. 20	Crisis Communication Theory – Responding to a Rhetorical Situation	Bitzer, Rhetorical Situation (D2L) RFK, Assassination of MLK (D2L)	
Sept. 22	Crisis Communication Theory – Rhetorically Defining a Crisis	Heinrichs, Chapter 12, Persuade on Your Own Terms <i>Recommended: Zarefsky, Definitions (D2L)</i> WSJ, U.S. Held Cash Until Iran Freed Prisoners (D2L) Iran Hostage Exchange “Leverage” vs. “Ransom” vs. “Quid Pro Quo” Comments (viewed in class/preview before): https://www.c-span.org/video/?c4617796/john-kirby-says-state-department-used-400-million-payment-iran-leverage	
Sept. 27	Rhetorical Situation, Defining a Situation Case Study	BP Oil Spill Artifacts on D2L	Quiz #1
Sept. 29	Communication When Crisis Strikes	Fern-Banks, Chapter 4	
Oct. 4	Textbook Crises	Fern-Banks, Chapter 7	

	Examples		
Oct.6	Creating a Communication Plan	Fern-Banks, Chapter 15	Crisis Communication Definition Analysis Paper
Oct. 11	Creating a Crisis Communciation Plan Cont.	Fern-Banks, Chapter 15 Fern-Banks, Appendix A-C (skim) Strategic Communication Template (D2L)	
Oct. 13	Apologia and Image Repair	Sellnow and Seeger, Theories of Influence Trump, Aug. 18 Speech in NC	
Oct. 18	Mortification and Storytelling	Waisanen, Comedian-in-Chief: Presidential Jokes as Enthymematic Crisis Rhetoric Obama, 2011 White House Correspondent's Dinner (D2L)	
Oct. 20	Individuals in Crisis and the Role of Ethos	Fern-Banks, Chapter 14 Aristotle, Ethos (D2L) Jasinski, Ethos (D2L)	Quiz #2
Oct. 25	Crisis Communication Ethics, Comedy as a Guiding Principle	Burke, Definition of Man (D2L) Jasinski, Dramatism (D2L)	
Oct. 27	Crisis Communication Best Practices	Seeger, Best Practices (D2L) Heath, Best Practices (D2L)	
Nov. 1	Answering Interview Questions with Improtu Answers Handling Emotions	Beebe and Mottet, Delivering Your Professional Presentation (D2L) Five Less Obvious Questions to Ask Before Doing a Media Interview (D2L)	Crisis Communication Success/Failure Ppaer
Nov. 3	Initial Crisis Response Strategy Natural Disasters Case Studies	Fern-Banks, Chapter 10	
Nov. 8	Thinking like the public/reporters Sports Crisis Communication	Edwards and Usher, Crisis Communication and Sport PR (D2L) Pongrace, Olympics 2016: 6	

		Key Plays for Crisis Preparedness in Sports PR (D2L)	
Nov. 10	Class Held Online	<p>What went wrong Ryan Lochte? Let's give this Olypian some helpful PR advice on our D2L Discussion Board.</p> <p>Romero, US Swimmers' Disputed Robbery Claims Fuels Tension in Brazil (D2L)</p> <p>Lochte, Interview with Matt Lauer (D2L)</p> <p>Renfree, Ryan Lochte and the 3 F's of Crisis Communications (D2L)</p>	
Nov. 15	Culture Crises	Fern-Banks, Chapter 8	Quiz #3
Nov. 17	Social Media, Crisis Communication and PR as a Postmodern Practice	<p>Fern-Banks, Chapters 5 & 6</p> <p>Goldstein, A Social Media Checklist for Your Crisis Communicaitons Plan (D2L)</p> <p>Tyler, Postmodern Crisis Communication (D2L)</p>	
Nov. 22	<p>Crisis Communication as a Postmodern Practice</p> <p>Crisis Communication in the Entertainment Industry</p>	Case Study: Allen-Farrow Online Firestorm (D2L)	
Nov. 24	Thanksgiving	No Class	
Nov. 29	Constituting Crisis through Public Communication	Vatz, Rhetorical Situation (D2L)	
Dec. 1	Case Study: Birmingham Bus Boycott	<p>Clergymen, On Events in Birmingham (D2L)</p> <p>MLK, Letter from Birmingham Jail (D2L)</p>	
Dec. 6	Final Quiz and In-Class Workshop	Catch Up Day	Quiz #4
Dec. 8	Presentations	Press Conference Presentations Day 1	

Dec. 13	Presentations	Press Conference Presentations Day 2	
Dec. 15	Presentations	Press Conference Presentations Day 3	
Dec. 19 8 a.m. – 10 a.m.	Presentations (Final Exam Period)	Press Conference Presentations Day 4	