



University of Wisconsin-Stevens Point

College of Fine Arts and Communication
Division of Communication

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www.uwsp.edu/comm/

Communication 339/539: Crisis Communication Tuesday 2 p.m. – 4:50 p.m.

Thomas Salek, PhD	: Instructor
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W: 4 p.m. – 5 p.m.	: Office Hours
Th: 2 p.m. – 3 p.m.	
By appointment	

Required Texts:

- Dan P. Millar and Robert L. Heath, *Responding to Crisis: A Rhetorical Approach to Crisis Communication* (Mahwah, NJ: 2004)
- Additional readings posted to our class D2L site.

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 and press conference.
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. (e.g., News Conference)

2. Plan, evaluate and conduct basic communication research. (e.g., Film Analysis Paper, Image Restoration Letter, and News Conference).
3. Use communication theories to understand and solve communication problems. (e.g., Image Restoration Letter or Research Paper)
4. Apply historical communication perspectives to contemporary issues and practices.
5. Apply principles of ethical decision making in communication contexts. (e.g., Image Restoration Letter)

Course Requirements

Assignments	Points
Course Policies Agreement	20
Weekly Discussion Questions (12 @ 5 points each)	60
Classroom Professionalism	100
Exams (2 @ 100 points each)	200
Film Analysis and Communication Strategy Paper	200
Image Restoration Letter (For Undergraduate Students Only)	200
Final Research Paper (For Graduate Students Only)	200
Video Recorded Presentation	50
Group News Conference	170
TOTAL	1,000

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.

Weekly Discussion Questions

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 to collaborate with your colleagues in class. In order to reach this goal, each week (beginning Sept. 12), each student is expected to bring in a discussion question. Questions should be about the readings and/or current events. We will use these discussion questions as a jumping off point for our class. They will be incorporated into our lecture and classroom activity. Although students are not expected to ask their question in each class session, they are expected to have one prepared. Questions will be submitted to the instructor at the end of class. At least 12 questions should be submitted before the end of the semester.

Classroom Professionalism

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, the instructor will reach out directly to the student via email or face-to-face. The Daily Reading Touchpoint and Professionalism grade will be evaluated

throughout the semester and posted before the final exam.

One hundred (100) points are earned through classroom professionalism. **Please note that simply attending class does not constitute as professionalism.** 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 Professionalism principles. Students who follow all four of these principles will receive full points for professionalism.

- **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:** 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.
- **Politeness:** 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.

Exams

There will be two open book exams throughout the semester. These exams are to demonstrate your understanding of key concepts from the readings, lecture, and class discussions. Exams are scheduled for the following dates:

- Exam 1: October 24
- Exam 2: December 19

Film Analysis and Communication Strategy Paper

For this paper, 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 4 – 6-page paper that involves writing an analysis of a film's rhetorical situation, as well outlining the strategy that a character (or characters) respond to this crisis. This assignment allows you to critically analyze the effectiveness of a crisis communication strategy in a film. You should find a film or TV show centered on a crisis and examine how it was dealt with from beginning to end. Your paper should analyze how the film's person(s)/organization 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 film to be as clear as possible.

1. Pick one of the recommended films or TV shows 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, produce the person or organization's communication strategy using the template provided in class. (Turn this in with your paper).
4. Write a 4 – 6-page analysis paper that cites key quotations and insights from our class readings.
5. Your paper should analyze 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).
6. To ground your paper in our course concepts, cite the readings directly. Provide a bibliography and in text citations when referring to the book or an outside source.
7. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

Recommended Texts:

- *Arrival* (2016)
- *The Crown* (2016, Episode “Act of God”)
- *Deepwater Horizon* (2016)
- *Jurassic World* (2015)
- *The Martian* (2015)
- *Selma* (2014)
- *No* (2012)
- *Black Mirror* (2011, Episode “The National Anthem”)
- *The Insider* (1999)
- *Primary Colors* (1998)
- *Wag The Dog* (1997)
- *Titanic* (1997)
- *Apollo 13* (1995)
- *Jaws* (1975)
- *Another approved film*

Image Repair Letter (For Undergraduate Students Only)

This assignment allows you to put your crisis communication skills to practice by writing a **4 – 5-page public letter** to a person or organization that has experienced a crisis. In addition to writing this letter, you will create a **3 – 5 minute video presentation** of your letter. Before Oct. 5, you will be required to submit an informal topic selection on D2L. 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 you. Find a crisis that was not handled well by an individual or organization.
2. Think through what practical advice you could give this individual or organization based on the best practices from our textbook or lectures in class.
3. Research how your chosen person, business or institution is responded to the selected crisis.
4. Research and analyze the effectiveness of their communication strategies—pointing to effective and ineffective examples.
5. Tie your analysis of the crisis to key course readings and ideas. Papers must include citations to the textbook and your own original research.
6. Finally, after analyzing why the subject of your paper failed to have an adequate crisis communication response, make two concrete recommendations on how they could improve their communication skills and restore their image. In other words, give two concrete recommendations for how they use rhetoric or words to repair their image.
7. Tie your recommendations to key concepts from the class. You should cite the textbook or supplemental readings. The idea is to put theory into practice. Explain key course concepts to the person you are writing. In short, teach them some of the crisis communication best practices we’ve been examining throughout the semester.
8. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

To start the video component of this assignment, you should prepare the following:

1. Find a video recording device (i.e., your computer, phone, iPad, etc.).
2. Be able to submit your video recording via D2L in some format (i.e., a link to a closed YouTube channel, the video file itself, etc.)
3. Write a 3-5 minute oral presentation that can be delivered as a video of you speaking directly to the camera, audio over PowerPoint slides and pictures, or you standing in front of a room with slides

- projected behind you.
4. The key to this part of the assignment is to pretend that you are speaking directly to the person who you have written your letter to. Rather than reading your letter, you should give an extemporaneous account of the crisis and how/why they failed to repair their image.
 5. End your presentation with two recommendations and explain why these strategies will help the image repair process.
 6. Your presentation will be graded based on the quality of the speech—not how well it was recorded. In other words, film a serviceable video of a fine-tuned speech.
 7. The speech will be evaluated based on how well the crisis is defined, providing two recommendations, source citation, as well as staying within the required time length.

Final Research Paper (For Graduate Students Only)

For the final project, each student is required to write a 3,000 – 5,000 word conference style paper that addresses a contemporary crisis and any subsequent image repair strategies. This is an argumentative paper where students are expected to analyze how a contemporary crisis is defined by a person or organization, as well as how this person(s) sought to ameliorate a crisis through various image repair techniques. To complete this assignment, students must first find a case study. Once a case study is chosen, students should embark on a scholarly research project. To make an argument, it is vital to have textual support. A minimum of **EIGHT (8) ACADEMIC sources** are required. Remember, this is a minimum—to write the best paper it is vital to have a healthy amount of support to help argue the paper’s thesis statement. Please see the reading Jordan, Olson and Goldzwig, “Continuing the Conversation on ‘What Constitutes Publishable Rhetorical Criticism,’” for information on how to write a scholarly essay. The Benoit reading from September 26 is also a strong example of this kind of essay.

To complete this assignment, you should think about the following:

1. What current event or crisis interests you? Pick one that you think was handled well or poorly.
2. Analyze the crisis from beginning to end and take a stance on whether you think that you think communication was used effectively.
3. Research how your chosen person, business or institution is responded to the selected crisis.
4. Research and analyze the effectiveness of their communication strategies—pointing to effective and ineffective examples.
5. Tie your analysis of the crisis to key course readings and ideas. Papers must include citations to the textbook and at least eight original sources.
6. Create a thesis statement for the paper where you present *your* argument about the crisis (i.e., what kinds of image repair techniques were used and why they may/may not have worked)
7. Tie your recommendations to key concepts from the class. You should cite the textbook or supplemental readings. The idea is to put theory into practice. Explain key course concepts to the person you are writing. In short, teach them some of the crisis communication best practices we’ve been examining throughout the semester.
8. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.
9. After completing this assignment, students are encouraged to submit their paper to an academic conference (e.g., the Central States Communication Association (CSCA) or National Communication Association (NCA)).

To start the video component of this assignment, you should prepare the following:

1. Find a video recording device (i.e., your computer, phone, iPad, etc.).
2. Be able to submit your video recording via D2L in some format (i.e., a link to a closed YouTube channel, the video file itself, etc.)
3. Write a 3-5 minute oral presentation that can be delivered as a video of you speaking directly to the camera, audio over PowerPoint slides and pictures, or you standing in front of a room with slides projected behind you.
4. The key to this part of the assignment is to pretend that you are speaking directly to the person who you

have written your letter to. Rather than reading your letter, you should give an extemporaneous account of the crisis and how/why they failed to repair their image.

5. End your presentation with two recommendations and explain why these strategies will help the image repair process.
6. Your presentation will be graded based on the quality of the speech—not how well it was recorded. In other words, film a serviceable video of a fine-tuned speech.
7. The speech will be evaluated based on how well the crisis is defined, providing two recommendations, source citation, as well as staying within the required time length.

Group Crisis Communication Press Conference and Backgrounder

Consists of four parts

For this project, you will work in teams of 5-6 to produce the strategy and content for an entire crisis news conference and Q&A session. After selecting your team members, create a crisis that would require an initial response and image restoration strategies. Your crisis can be anything from a celebrity break-up to a political scandal.

Part one of the group assignment requires that you work with your team members to create a backgrounder for members of the media and public (i.e., your classmates). A backgrounder is a long-form press release. In this document, your group should define the crisis and give all the necessary background information. For more information about backgrounders, see the “Backgrounder Description” on our D2L site. The written part of this assignment is worth 60 points.

For **part two**, the oral segment of the group project, you will execute an entire 20-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, 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. The oral part of this assignment is worth 50 points.

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 public.

In addition to creating content for your group’s press conference, **part three** of this assignment requires that you act as a reporter or member of the public during each of the other groups’ press conferences. 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 10 points.

Finally, **part four** is a short peer review worth 50 points. On a scale from 0 – 50 points, you will individually rate yourself and your partners. The average of these ratings will be allocated toward the peer review portion of the grade. In order to justify your grade, you must give at least two sentences of evidence and reasoning for each group member, as well as yourself. The idea is to work as a team and hold everyone accountable. To demonstrate your effectiveness as a team, you should grade each member honestly. If major group problems arise, please see your instructor immediately (i.e., don’t wait until the peer review to say that someone didn’t do any work...try to

get ahead of that ASAP).

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 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 assignments earning an 80 percent or higher.**
2. A revision does NOT guarantee a higher grade. You must show significant improvement to earn a higher grade.
3. A revision can improve the grade by up to 10 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.

7. Discussion posts cannot be revise—you can always post more than the minimum.

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.

Class Date	Topic	Readings / Class Activities	Graded Assignment Due
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Sept. 5	A Rhetorical Approach to Crisis Communication	<p>Come to class with what you think is the “weirdest” YouTube video?</p> <p>Millar, Chapter 1</p> <p>Ziegelmueller, Argument Defined (D2L)</p> <p>Discussion on creating a professional public response to crisis (Ryan Lochte example)</p> <p>Lecture on Argumentation and the Role of Rhetoric</p>	
Sept. 12	Crisis Management	<p>Millar, Chapters 4 & 5</p> <p>Seeger and Snellow, “Narratives of Crisis” (D2L)</p> <p>Lecture on the Stages of a Crisis</p> <p>In class activity on Christmas Candy Crisis</p> <p>Class Activity on Building a Crisis Plan from BWV Chicken Head Scandal</p>	Course Policies Agreement
Sept. 19	The Rhetorical Situation and Crisis Communication Plans	<p>Bitzer, Rhetorical Situation (D2L)</p> <p>Zarefsky, Definitions (D2L)</p> <p>RFK, Assassination of MLK (D2L)</p> <p>Class Discussion on Bitzer and the Rhetorical Situation</p> <p>Fern-Banks, Chapter 15 (D2L)</p> <p>Fern-Banks, Appendix A (D2L)</p> <p>Class Activity/Discussion on How to Help Phil Davison</p>	

Sept. 26	Moving From Crisis Planning to Rhetorical Action Apologia and Image Repair	Sellnow and Seeger, Theories of Influence (D2L) Benoit, "Trump's Access Hollywood Tape and Image Repair" Lecture on the Value of Theories	
Oct. 3	Crisis Management / Catch Up Day	Smith and Millar, "Building the Crisis Communication Plan," Before Crisis Hits Leinemann and Baikaltseva, How to Manage a Successful Press Conference (pp. 105-143) In-class screening and discussion of <i>Weiner</i>	Film Analysis Paper Due
Oct. 10	Apologia and Image Repair Continued	Jasinski, Apologia (D2L) Seeger and Snellow, "Humans as Storytellers" (D2L) Millar, Chapters 7 & 8 Creating a Crisis Narrative Activity (Use <i>Weiner</i> as our text)	
Oct. 17	Narrating a Crisis to Internal and External Publics	Jasinski, "Dramatism" (D2L) Seeger and Sellnow, The Consequences of Crisis Narratives (D2L) Millar, Chapter 11	
Oct. 24	Exam 1 Image Repair Strategies	Brown, The Deepwater Horizon Disaster (D2L) Millar, Chapter 17 Obama, Eulogy for Rev. Clementa Pinckney (D2L) Class Analysis of Barack Obama's Eulogy of Clementa Pinckney	Exam 1
Oct. 31	Crisis Metaphors, Ambiguity and Image Restoration Strategies	Millar, Chapter 10 & 16 Seeger and Snellow, How Stories	

	Cont.	Disrupt Our Sense of Meaning (D2L) Class Discussion on How Crisis Narratives and Metaphors Impact Public Perception	
Nov. 7	Moving Beyond Crisis Communication Plans to Best Practices	Millar, Chapter 20 Seeger, Best Practices (D2L) Heath, Best Practices (D2L) Impromptu Press Conference Preparation	
Nov. 14	Ethics and the Role of Individuals in Crisis Communication	Burke, Definition of Man (D2L) Aristotle, Ethos (D2L) Jasinski, Ethos (D2L) Discussion on the role of ethics in Public Relations	
Nov. 21	Class Held Online	Upload a video of your presentation about your image restoration letter	Image Restoration Letter (Undergraduate) or Research Paper (Graduate)
Nov. 28	Rumors and Social Media as the Center for Crisis	Goldstein, A Social Media Checklist for Your Crisis Communications Plan (D2L) Seeger and Snellow, How Narratives of Crisis Compete and Converge (D2L) Williams, Woods, & Staricek, "Restorative Rhetoric and Social Media: An Examination of the Boston Marathon Bombing" (D2L) Impromptu Press Conference Preparation	
Dec. 5	Constituting Crisis through Public Communication	Vatz, Rhetorical Situation (D2L) Clergymen, On Events in Birmingham (D2L) MLK, Letter from Birmingham Jail (D2L)	

		Lecture and Discussion on MLK's Letter	
Dec. 12	Press Conferences		
Dec. 21 8 a.m. – 10 a.m.	Exam 2		Exam 2