15-45

REQUEST FOR APPROVAL TO USE W-DESIGNATION

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

✓	Professor Annaliese Piraino	Phone 7243965686
✓	Writing Workshop? (If not at IUP, where? when?) See attached: Appendix A	
✓	Proposal for one W-course (see instructions below)	
✓	Agree to forward syllabi for subsequently offered W-courses?	

TYPE II. DEPARTMENT COURSE

Department Contact Person _____	Phone _____
Course Number/Title _____	
Statement concerning departmental responsibility	
Proposal for this W-course (see instructions below)	

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____   Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) _Annaliese B. Piraino_____

Department Chairperson _B. Swanson_____

College Dean _____ 8/3/15

Director of Liberal Studies _____

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?
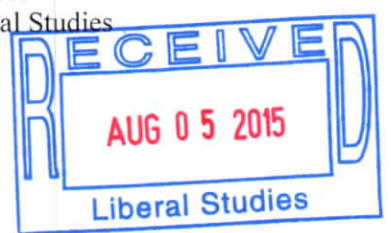
TO: David Pistole, Director of Liberal Studies
        Lara Luetkehans, Dean of College of Education and Educational Technology

FR: B. Gail Wilson, Chair of Communications Media

RE: Request for Type II Writing Intensive Approval

DT: July 27, 2015

Please see the attached documents requesting Type II Writing Intensive Approval for Ms. Annaliese Piraino. Annaliese is a doctoral candidate (ABD) in the Communications Media and Instructional Technology PhD program and a temporary faculty member in the Department of Communications Media. We are requesting this approval due to staff changes, specifically my election as department chairperson. COMM 480 Seminar in Communications Media is listed on our Fall 2015 schedule as a W course. As an approved Type II Writing Instructor, this was part of my fall schedule prior to my election as chairperson. With your approvals, we will re-assign this course to Ms. Piraino.

As you will see Annaliese has provided her sample syllabus for COMM 480 – Crisis Communication as well as providing her background as an English instructor and her completion of a writing workshop offered by the University of Pennsylvania to qualify as a Type II Writing Instructor.

Annaliese Piraino – COMM 480
Required COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. Types of Writing in this Course

1. *Writing to analyze and explain an issue or problem pertinent to the communications industry.*

   This objective will be accomplished through course readings, discussions prompts, article readings, a case study paper, quizzes, and examinations. Because of the constantly evolving nature of communication, students will be afforded numerous online resources to analyze contemporary communication issues in writing. Through regular online discussions, a research paper and a virtual presentation, students will be actively engaged in lively discussion that will result in animated and passionate opinions written within weekly discussion threads.

2. *Writing to discuss and understand relevant literature pertaining to the issues being studied; improving the incorporation of this material into research writing.*

   This objective will be addressed through course lectures, readings, discussions prompts, article readings, a case study paper, quizzes, and examinations. In the field of communication, textbooks quickly become obsolete. Course content is supplemented with articles from peer-reviewed journals as well as popular media. The discussion of these articles, textbook readings, and other literature will occur through regular discussion prompts. The content of the required readings will also be included in the online quizzes and examinations.

3. *Writing to prepare for discussions and public memoranda.*

   The facilitation of discussion will be completed through the case study presentation, presentation review, and presentation review follow-up assignments. Blackboard Collaborate will be used to accomplish this with virtual presentations of case study research papers. It will be incumbent upon the instructor to coordinate a schedule for delivery of the presentations and attendance in the virtual environment by other students. The instructor will work closely with students to determine when and how access for synchronous meetings can occur.

4. *Writing to analyze issues and problems relevant to the seminar topics.*

   The course content focuses on the issues of crisis communication. Online discussions, review of relevant cases, textbook and article readings, quizzes, and examinations will all be used to accomplish this objective. Students will be responsible for a major research paper that will be developed in stages and include discussion with the instructor. These discussions can be accomplished via a number of online media, including Skype, Facetime, Google+ Hangouts, and Google Docs, in addition to the resources provided by IUP.

5. *Writing to subscribe, read, and understand a variety of Websites and Listservs.*

This objective will be met through reading of relevant research articles, online sites, and services. A number of organizations that specialize in crisis communication have subscription services to online newsletters. Additionally, blogs and discussion groups can be identified that relate specifically to the course content. Students will need to read such relevant information and synthesize it through writing.

II. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Discussion Prompts	11	1,650 Words ≈ 5.5 pages	Y	N	28.2
Case Study Paper	1	10-15 pages ≈ 3,000 – 4,500	Y	Y	12.8
Case Study Presentation	1	NA	Y	NA	6.4
Presentation Review	3	3	Y	N	7.6
Article Discussion Presentation	1	NA	Y	NA	3.8
Article Quizzes	2	NA	Y	N	15.3
Written Examinations	2	8 pages ≈ 2,400 words	Y	N	25.6
Total Points: 780					

III. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
Written Exam 1	100%	4 pages	12.8
Written Exam 2	100%	4 pages	12.8

IV. Copy of the course syllabus

Online Syllabus – COMM 480 Seminar in Communications Media – Crisis Communication

I. Course Description
This course explores the field of crisis communication through the use of case studies and contemporary media events. It emphasizes the practical and theoretical applications of communications strategies used by organizations during crises. The course will provide an overview of the crisis communication challenges, widely used crisis communication techniques and the technologies associated with crisis and crisis communication.

II. Course Objectives
At the conclusion of the course the students will be able to:
1. Identify the stages of crisis and crisis communication
2. Explain the role of media in crisis communication
3. Identify effective and ineffective crisis communication
4. Identify the essential elements of a crisis communication plan
5. Analyze crisis case studies
6. Conduct and present research on crisis communication

Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1-2-3-4	1-2-3-4-5	1	Case Study Paper Discussion Prompts Article Discussions & Quizzes Examinations
1-2-3-4	1-2-3-4-5	2	Case Study Paper Case Study Presentation Discussion Prompts Article Discussions & Quizzes Examinations
1-2-3-4	1-2-3-4-5	3	Case Study Paper Presentation Review Presentation Follow-up Discussion Prompts Chapter Work Sheets Article Discussions & Quizzes Examinations
1-2-3-4	1-2-3-4-5	4	Discussion Prompts Article Discussions & Quizzes Examinations

1-2-3-4	1-2-3-4-5	5	Case Study Paper Discussion Prompts Article Discussions & Quizzes Examinations
1-2-3-4	1-2-3-4-5	6	Case Study Paper Presentation Review Presentation Follow-up Article Discussion & Quizzes

III. Detailed Course Outline (based on a typical 14 week semester and anticipating 20 students enrolled in the course)

Week	Online Lecture Viewing Requirement	Reading Requirement	Assignment Requirement	Test/Quiz
Week #1	Introductory Lecture Overview of the Course			
	Defining Crisis and Types of Crises		Discussion Prompt #1	
Week #2	Crisis Models and Stages of Crisis			
		F-B Chapter 2 Crisis Communication Theory	Discussion Prompt #2	
Week #3		Case Study #1	Article Presentations 1-5	
	Theories of Communication and Crisis Outcomes		Discussion Prompt #3	
Week #4	Media and Crisis		Discussion Prompt #4	
	Social Media and Crisis	F-B Chapter 5	Article Presentation 6-10	
Week #5		Case Study #2		Article Quiz #1
	Situational Crisis Communication Theory		Discussion Prompt #5	
Week #6		Article Reading #1		Examination #1
		F-B Chapter 3 Communication to Prevent Crisis	Discussion Prompt #6	
Week #7	Theories of Influence and Crisis Communication	Case Study #3	Article Presentations 11-15	

		F-B Chapter 4 Communication when the Crisis Strikes	Discussion Prompt #7	
Week #8	Theories of Crisis Communication and Ethics		Case Study Topic Identification	
			Article Presentations 12-20	
				Article Quiz #2
Week #9	Writing a Case Study		Discussion Prompt #8	
	Crisis in Public Companies	Case Study #4		
Week #10		F-B Chapter 9 Environmental Crisis	Discussion Prompt #9	
	Crisis in Public Service/Government			
Week #11		F-B Chapter 11 Natural Disasters	Discussion Prompt #10	
	Crisis in Non-Profits		Case Study Outline	
Week #12		F-B Chapter 12 Product Failure and Product Tampering	Discussion Prompt #11	
Week #13			Case Study Presentations	
	Crisis Communication Plans	F-B Chapter 15	Presentation Reviews	
Week #14	Media Training for Company Spokesperson		Presentation Follow up discussions	Examination #2

IV. Evaluation Methods

Discussion Prompts: Prompts/questions will be provided for assigned readings, lectures and case studies. Relevant case studies will be provided for this discussion. Contemporary situations will be used as available however case studies will include seminal cases such as Tylenol, Bhopal, Hurricane Katrina and 9/11. Students will be assigned to respond to the prompts and post comments for 11 discussion prompts throughout the semester.

Case Study Paper: Each student will write a 10-15 page case study analysis of a crisis event, without duplication of topics. The paper will be organized along the lines of one of the primary crisis types and models discussed throughout the semester. This research paper

will be completed in various steps with components due throughout the semester, including un-graded peer-review and instructor feedback as opportunities for revision.

Case Study Presentation: Following the completion of the Case Study Paper, students will do a 10-15 minute presentation of their research via Blackboard Collaborate. An attendance requirement will be part of this assignment with each student required to attend a specific number of presentations. Additionally, students will record a 10-15 minute presentation of their research and make that recording available to the entire class through iTube.

Presentation Review: Following the completion of the Case Study Presentation, students who attend each virtual presentation done by their classmates, will participate in discussion of the presentation, write a review of the presentation and post comments and questions about the research.

Presentation Review Follow-up: Following the review of presentations in the previous assignment, each student will address the questions and comments about his or her research and respond to those questions to further facilitate discussion about the research.

Article Discussions: Relevant articles will be assigned for reading and discussion. Each student will be assigned to locate a relevant research article, create an online presentation about the content of the article and facilitate class discussion about the article.

Article Quizzes: Two quizzes will cover the content of each article presented from the previous assignment.

Written Examinations: Two examinations will cover the course material including lectures, case study discussions, discussion prompts and textbook readings.

Evaluation Breakdown:

Discussion Prompts (11x20)	220 (28.2%)
Case Study Paper	100 (12.8%)
Case Study Presentation	50 (6.4%)
Presentation Review (3x20)	60 (7.6%)
Article Presentation	30 (3.8 %)
Article Quizzes (2x60)	120 (15.3%)
Written Examinations (2x100)	200 (25.6%)
Total Course Points	780

V. Example Grading Scale

Grades are calculated by totaling the points received on all assignments, quizzes and tests and by dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

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90-100%      =   A
80-89%       =   B
70-79%       =   C
60-69%       =   D
below 60%    =   F
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VI. Undergraduate Course Attendance Policy

The attendance policy for this course will be consistent with IUP's undergraduate attendance policy.

VII. Required Textbooks

Fearn-Banks, K. (2011). Crisis Communications: a casebook approach. New York: Routledge

Sample Articles for Assigned Reading, Discussion and Quizzes

Fatima, M.O. (2013, July) Multicultural environments and their challenges to crisis communication. *Journal of Business Communication,* 50 (3) 253-277.

Heide, M. (2014). Developing internal crisis communication: new roles and practices of communication professionals, *Corporate Communications,* 19 (2) 128-146.

Koerger, D. (2014). Crisis communication response and political communities: the unusual case of Toronto Mayor Rob Ford. *Canadian Journal of Communication,* 39 (3), 311-331.

Jordan, T & Smith D. (2013, Fall). Crisis communication in sport management: research aides in crisis response selection. Kentucky Newsletter for Health, Physical Education, Recreation & Dance, 51 (1), 1-8.

VIII. Special Resource Requirements

Technology Requirements: Students are required to have access to technology that will permit the appropriate use of IUP's Learning Management System (D2L), Blackboard Collaborate, IUP's private iTube repository for video recordings, and Skype. These systems will be used for communication about the course, assignment instructions, assignment submissions, lectures, quizzes and discussions. Students will be required to access iTube to upload recordings of presentations and to complete required reviews of presentations. Blackboard Collaborate may be used for the presentation and discussion component of the research project. Students are also required to have access to video recording technology such as a video recorder or mobile phone with recording capability.

IX. Bibliography

Adams, W. C. (2000). Responding to the media during a crisis: it's what you say and when you say it. *Public Relations Quarterly,* 45(1), pp26-28.

Anthonissen, Peter. (2008). *Crisis Communication: practical PR strategies for reputation management and company survival.* Philadelphia: Kogan Page, Limited.

Argenti, P. (2002, December). Crisis communication: Lessons from 9/11. *Harvard Business Review*, 80(12), pp 103-109.

Argenti, P. (2007). *Corporate Communication*. New York: McGraw-Hill.

Baron, G. and Philbin, J. (2009). Social media in crisis communication: Start with a drill. *PR Tactics*. Retrieved from: http://dev.prsa.org/SearchResults/view/7909/105/Social_media_in_crisis_communication _Start_with_a#.VE1Jhfl4rec.

Bello, M. (2012). Hurricane Sandy shows dark side of social media. USA Today. Retrieved from: http://www.usatoday.com/story/news/nation/2012/10/30/hurricane-sandy-social-media-errors/1668911/.

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Coombs, W.T. & Holladay, S.J. (2009). "Further explorations of post-crisis communication: effects of media and response strategies on perceptions and intentions." *Public Relations Review*, 35(1), pp1-6.

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Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of situational crisis communication theory. *Corporate Reputation Review*, 10, pp 1-14.

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Fearn-Banks, K. (2011). *Crisis Communication: a casebook approach*. New York: Lawrence Erlbaum.

Freeo, S.K. (n.d.). *Crisis Communication Plan: a PR blue print*. Retrieved November 4, 2014 from: http://www3.niu.edu/newsplace/crisis.html.

George, A.M. & Pratt, C.B. (2012). *Case Studies in Crisis Communication*. New York: Routledge.

Heath, R. & O'Hair, D. (2009). *Handbook of Risk and Crisis Communication*. New York: Routledge.

Huang, Y. *(2006)*. Crisis situations, communication strategies, and media coverage. *Communication Research*, 33(3), pp180-205.

Jaume, J. (2013). *Using Social Media Monitoring for Crisis Management*. Brandwatch. Retrieved from: http://www.brandwatch.com/2013/02/using-social-media-monitoring-for-crisis-management-draft/

Jordan-Meier, J. (2011). *The Four Stages of Highly Effective Crisis Manage: How to Manage the Media in the Digital Age*. Boca Raton, FL: CRC Press.

Millar, D. & Heath, R. (2003). *Responding to Crisis: a rhetorical approach to crisis communication*. New York: Lawrence Erlbaum.

Morgan, M. G., Fischhoff, B., Bostrom, A., & Atman, C. J. (2002). *Risk communication: A mental models approach*. Cambridge: Cambridge University Press.

Patterson, B. (2004). A crisis media relations primer. *Public Relations Tactics*, v11 (n12), p13.

Seeger, M., Sellnow, T. & Ulmer, R. (2003). *Communication and Organizational Crisis*. New York: Praeger.

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Syme, C. (2014). Monitoring Social Media to Prevent a Crisis. *Social Media Today*. Retrieved from: http://www.socialmediatoday.com/content/monitoring-social-media-prevent-crisis.

Ulmer, R., Sellnow, T. & Seeger, M (2015). *Effective Crisis Communication: moving from crisis to opportunity*. Thousand Oaks, CA: Sage.

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Wallace, J.D., Ferguson, D.P & Chandler, R. C. (2007). *A Transformative Typology of Pragmatic and Ethical Responses to Common Corporate Crises: Interaction of rhetorical strategies, situational contingencies, and influential stakeholders*. Retrieved September 25, 2009 from: http://www.businesscommunication.org/conventions/Proceedings/2007/Washington/26ABC07.pdf

Wester, M. (2009). Cause and consequences of crisis: how perception can influence communication. *Journal of Contingencies and Crisis Management*, v17 (n2), p118-125.

Winerman, L. (2009). Social networking: crisis communication. *Nature*, v457 (n7228), p376-378.

Zaremba, A.J. (2010). *Crisis Communication Theory and Practice*. Armonk, NY: M.E. Sharpe.

V. Copy of Written Assignment Examples

A. Potential Online Discussion Prompts:

Chapter 2: Sellnow and Seeger

- Why would some consider a crisis to be a cosmology episode?
- How can patterns or structures of crisis events become identifiable? How can researchers begin to define these patterns?
- How can crises be categorized into stages or phases? How is communication imbedded into these stages?
- How has research allowed for the categorization of crisis and the stages of crisis?
- How are anniversaries of crisis used to assess crisis planning?
- How do crises affect "time"?
- Explain the three stage model of crisis development. Explain characteristics of each stage.
- What are the strengths and weaknesses of this model?
- How does Fink's model compare crisis to a disease? How does his model vary from the three stage model?
- What are the strengths and limitations of Fink's model?

- Explain Turner's concepts of order and organization in dealing with crisis. How are these differences significant in comparison to the other two models discussed in this chapter?
- How is culture and cultural belief imbedded into Turner's model?
- What role does communication play in Turner's model?
- Explain "failure of foresight"
- How is CERC applied to health crisis situations? How does communication about crisis inflate perceptions of crisis?
- How is communication in the CERC considered differently than in the other models?

B. *Case Study Reports*: Students will report on a crisis case study of relevance to the class. Each 10-15 page paper will include 1.) a description of the crisis, categorizing it according to types of crises discussed in the course, 2.) a timeline of events before, during and after the crisis, adopting one of the crisis lifecycle models in the course textbook or other identified resource , 3.) identification and explanation of a theoretical framework that is evident in the communication process, 4.) attention to the impact and use of social media affecting the crisis and crisis response and 5.) identification of organizational changes resulting from the crisis.

Following the completion of the Case Study Paper, students will do a 10-15 minute presentation of their research via Blackboard Collaborate. For the oral report, students will provide the class with access to one relevant journal article, one print or online media story, and one television report or video interview showing the company spokesperson addressing the crisis. An attendance requirement will be part of this assignment with each student required to attend a specific number of presentations. Additionally, students will record a 10-15 minute presentation of their research and make that recording available to the entire class through iTube.

Selection of cases: The crises for this assignment should not be limited to events that ended negatively but should include cases in which organizational leaders performed admirably with positive outcomes. The crises may be international, national, regional or local so long as sufficient information can be found to support the research and the assignment criteria. Recent cases for which the student can identify and discuss the impact and use of social media are appropriate. Cases being presented by the instructor, those involving our guest speakers or crisis communication plan participants are not to be included in this assignment. In an effort to include diversity in our discussion, only two reports focusing on the same type of organization (higher education, retail, food industry, health care, etc.) will be accepted. Discuss your case with the instructor in advance for approval of the topic and to avoid duplication.

Appendix A

Writing Workshop Qualifications

Not only am I a Pennsylvania State Certified English Teacher (6-12), but I was Associate Dean of General Education with ITT Technical Institute, where I was in charge of the student Writing Center and student tutoring. Additionally, I was their English I and English II Instructor for over seven years, and nominated (and selected) to be part of ITT's National Curriculum Committee, where we worked on the integration of cross-curricular writing curriculum changes, and the development of writing activities, rubrics, and culminating research projects.

While with McKeesport Area High School, I was selected as the sole faculty representative nominated to attend the University of Pennsylvania's "PLN1 (Penn Literacy Network) Critical Reading and Writing in Support of Learning" course. This was a year-long four graduate credit workshop wherein, "participants learn and share a variety of practical strategies and research based frameworks for integrating PLN into their schools to encourage student engagement with rich reading writing talking listening best practices strategies" (Gse.upenn.edu, 2015).

References

Gse.upenn.edu,. (2015). *Elementary, Middle, & Secondary Courses | Penn Literacy Network.*

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