



UNSW
SYDNEY

School of the Arts and Media

Faculty of Arts and Social Sciences



MDIA3000

Public Relations Discourse and Change

Session 1, 2017

Course Outline

Staff Contact Details

Conveners

Name	Email	Availability	Location	Phone
Dr Roumen Dimitrov	r.dimitrov@unsw.edu.au	Thursday 14:30-15:30, 27 February-2 June 2017	Webster 122	02 9385 8535

Tutors

Name	Email	Availability	Location	Phone
Dr Geoffrey Sykes	g.sykes@unsw.edu.au	27 February-2 June 2017	Webster	null
Peter James Roberts	p.j.roberts@unsw.edu.au	27 February-2 June 2017	Webster	null

School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email: sam@unsw.edu.au

Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information

All SAM students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Media*

As a public relations practitioner you will act on behalf of governments, organizations and social movements to promote particular discourses and interests. Within this course you will examine the roles that public relations professionals play in societal discourse transformation through the use of local and international case studies. Drawing upon the work of key discourse scholars, you will focus on the identity, relational and ideational dimensions of discourse production and transformation.

At the conclusion of this course the student will be able to

1. Understand the roles that public relations and communication professionals play in the production and transformation of discourse during societal change
2. Apply discourse theory and analytical approaches to public relations.
3. Analyse case studies and prepare a case study of a public relations and public communication campaign
4. Identify the contextual constraints, the discursive repertoires and practices and the ethical implications of public relations attempts to influence discursive production and transformation and discuss the implications for identities, relationships and ideas that circulate within society
5. Demonstrate competence in the roles of facilitator and presenter by conducting and reporting small group case study exercises and activities in small groups

Teaching Strategies

Rationale:

The course will offer students an advanced theoretical perspective on the practice of public relations and more generally, professional communication. It will draw upon the work of Michel Foucault and Norman Fairclough to offer a critical lens for analysing promotional communication efforts. It will offer students insights into how communication professionals systematically redesign discourse to influence organizational and societal change.

The course is a part of a suite of electives that are being offered in the Bachelor of Media and Communication and Journalism to ensure that students understand how communication professionals interact with journalists and the media. It will complement the course titles 'Analysing communication'€™ by applying discourse analysis approaches to public relations contexts.

Teaching Strategies:

This course uses face-to-face teaching with a one and a half hour lecture and a one and half hour tutorial to allow for collaborative work. In addition, some tutorials are for half of the time split into two smaller groups to facilitate experiential learning activities. A key learning approach will be the use of case studies as a contextual research approach for understanding public relations concepts and processes.

Assessment

We encourage your voluntary contributions to the learning process in this course. Helping the teacher and other students may also earn you additional credits. For example, you may make suggestions in the "How to improve this course" forum. Or you may volunteer to report or facilitate for a second time in weeks 10 and 11. Or you may replace a facilitator or reporter if they miss, for some reason, their performance. Please ask the convener and your tutor for more detail about volunteering that may also lift your overall mark.

Assessment Tasks

Assessment task	Weight	Length	Due Date	Submission
Text analysis	30%	2000 words	7 April, Week 6	Turnitin, include cover sheet
Facilitation and reporting	20%	30 minutes facilitation, 5 minutes report	19 May, Week 11	Verbal in class, report on Moodle
Presentation and advertorial	50%	Pecha Kucha 10 slides x 20 sec = 3 min 20 sec; advertorial 500 words, written analysis 2000 words	Written assignment, 2 June 2017, Week 13; Pecha Kucha in class, Weeks 12 & 13	Advertorial and written paper via Turnitin, Pecha Kucha in class

Assessment Details

Assessment 1: Text analysis

Details: 2000 words. Students will receive written feedback and a numerical mark.

Additional details:

Please submit a PDF file with an electronic cover sheet.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Understand the roles that public relations and communication professionals play in the production and transformation of discourse during societal change
- Analyse case studies and prepare a case study of a public relations and public communication campaign
- Identify the contextual constraints, the discursive repertoires and practices and the ethical implications of public relations attempts to influence discursive production and transformation and discuss the implications for identities, relationships and ideas that circulate within society
- Demonstrate competence in the roles of facilitator and presenter by conducting and reporting small group case study exercises and activities in small groups

- Apply discourse theory and analytical approaches to public relations.

Assessment 2: Facilitation and reporting

Details: Tutorials are split into two groups each with a Facilitator and Reporter who will run a discussion about a pre-chosen text. The facilitation will last 30 mins and once complete the reporter will present for 5 mins on group discussion. The Facilitator and reporter are marked individually. Students will receive oral feedback immediately after the small group performances in-class and a numerical mark 3- 4 weeks post presentation.

Turnitin setting: This is not a Turnitin assignment

Learning outcomes:

- Understand the roles that public relations and communication professionals play in the production and transformation of discourse during societal change
- Analyse case studies and prepare a case study of a public relations and public communication campaign
- Identify the contextual constraints, the discursive repertoires and practices and the ethical implications of public relations attempts to influence discursive production and transformation and discuss the implications for identities, relationships and ideas that circulate within society
- Demonstrate competence in the roles of facilitator and presenter by conducting and reporting small group case study exercises and activities in small groups

Assessment 3: Presentation and advertorial

Details: This assessment is comprised of two components. (i) Pecha Kucha analysis of chosen text (20%) and (ii) 500 word advertorial and 2000 word analysis of advertorial (30%) This is the final assessment task. Students will receive written feedback and a mark.

Additional details:

Pecha Kucha is oral presentation with oral feedback. Advertorial and paper are Written assignment via Turnitin.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Learning outcomes:

- Understand the roles that public relations and communication professionals play in the production and transformation of discourse during societal change
- Apply discourse theory and analytical approaches to public relations.
- Analyse case studies and prepare a case study of a public relations and public communication campaign
- Identify the contextual constraints, the discursive repertoires and practices and the ethical implications of public relations attempts to influence discursive production and transformation and discuss the implications for identities, relationships and ideas that circulate within society

- Demonstrate competence in the roles of facilitator and presenter by conducting and reporting small group case study exercises and activities in small groups

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website:
<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course Schedule

Timetable

Date	Type	Content
Week 1: 27 February - 5 March	Lecture	What is discourse analysis?
Week 2: 6 - 12 March	Lecture	Heuristics, frames and positioning
	Tutorial	<p>Scheduling of assignment one.</p> <p>You should have read Huckin, T N 1997, 'Critical discourse analysis', in T Miller (ed), <i>Functional approaches to written text: Classroom applications</i>, English Language Programs United States Information Agency, Washington, pp. 78-92.</p> <p>See also the article Huckin refers to: More than 700 Nabbed...</p> <p>All readings are available on Moodle under "Readings" and also as hyperlinks in the weekly guidelines.</p>
Week 3: 13 - 19 March	Lecture	Discourse and social change: Norman Fairclough
	Tutorial	<p>Text analysis with the tutor.</p> <p>You should have read Lakoff, G 2010 'Why it matters and how we frame the environment', <i>Environmental Communication: A Journal of Nature and Culture</i>, vol. 4, no. 1 (March 2010), pp. 70-81.</p> <p>You will analyze "Cher tells..", which is also available on Moodle (as photocopy and transcript of the text)</p>
Week 4: 20 - 26 March	Lecture	Power and strategies of change: Michel Foucault
	Lecture	Facilitating and reporting in small groups (1)

Date	Type	Content
		<p>You should have read Cameron, D 2001 Chapter 9: Hidden agendas? Critical discourse analysis, in D Cameron 2001 Working with spoken discourse, Sage, London, pp. 123-141</p> <p>You should also have started reading the most important text in this course Fairclough, N 1992, 'A social theory of discourse', in N Fairclough, <i>Discourse and social change</i>, Polity Press, Cambridge, pp. 62-100. Please finish it off in the next week. You will need it for your Assignment 1.</p>
Week 5: 27 March - 2 April	Lecture	Semiotics and multimodality
	Tutorial	<p>Facilitating and reporting in small groups (2)</p> <p>You should have read Fairclough, N 2001, 'Discourse in social change', in N Fairclough, <i>Language and power</i>, 2nd edn, Pearson Education, London, pp. 163-192. [Second Part: from "Discourse Technologies to the end, pp. 175 – 192].</p> <p>Recommended text about the PR relevance of Foucault: Motion, J & Leitch, S 2007, 'A toolbox for public relations: The oeuvre of Michel Foucault', <i>Public Relations Review</i>, vol. 23, no. 3, pp. 263-268.</p> <p>Finish reading the Fairclough text from last week.</p>
Week 6: 3 - 9 April	Lecture	Content provision: Naked advertising, content marketing & promoted user endorsements
	Tutorial	<p>Facilitating and reporting in small groups (3)</p> <p>You should have read van Leeuwen, T 2005, 'Modality', in</p>

Date	Type	Content
		<p>T. van Leeuwen, <i>Introducing social semiotics</i>, Routledge, London & New York, pp. 160-177.</p> <p>Recommended text: Kress, G, Leite-Garcia R & van Leeuwen T 1997, 'Discourse semiotics', in T A van Dijk, <i>Discourse as structure and process: Discourse studies: A multidisciplinary introduction</i> Volume 1, Sage, London, pp. 257-291. It is a good introduction to semiotics.</p> <p>Submission of Assignment 1, Text analysis via Turnitin by Friday, 7 April 2016</p>
Week 7: 10 - 16 April	Lecture	There is no lecture this week
	Tutorial	<p>Facilitating and reporting in small groups (4). There is no tutorial on Friday.</p> <p>You should have read Hallahan, K 2014, <i>Publicity under siege: A critique of content marketing, brand journalism, native advertising and promoted user endorsements as challenges to professional practice and transparency</i>. Paper presented at the 17th International public relations research conference, Holiday Inn University of Miami Coral Gables, Florida.</p>
Week 8: 24 - 30 April	Lecture	Discourse in change, change in discourse
	Tutorial	<p>Facilitating and reporting in small groups (5). No tutorials on Tuesday, 25 April.</p> <p>You should have read Machin, D 2003, 'Branding and discourse: the case of Cosmopolitan', <i>Discourse & Society</i>, vol. 14, no. 4, pp. 452-471.</p>
Week 9: 1 - 7 May	Lecture	The discourse of consumerism

Date	Type	Content
	Tutorial	<p>Facilitating and reporting in small groups (6)</p> <p>You should have read Fairclough, N 2001, 'Discourse in social change', in N Fairclough, <i>Language and power</i>, 2nd edn, Pearson Education, London, pp. 163-192. [First Part: from beginning to Discourse Technologies, pp. 164 – 175]</p>
Week 10: 8 - 14 May	Lecture	The discourse of politics
	Tutorial	<p>Facilitating and reporting in small groups (7)</p> <p>Writing a good advertorial. For the activity read Farnworth, D 2014, The 14 keys to writing advertorials that sell, copyblogger, http://www.copyblogger.com/writing-advertorials/</p> <p>You should have read Bloor, M & Bloor, T 2007, 'The discourse of consumerism', in M Bloor & T Bloor, <i>The practice of critical discourse analysis: An introduction</i>, Hodder Arnold, London, pp. 139-158.</p>
Week 11: 15 - 21 May	Lecture	The discourse of public relations
	Tutorial	<p>Activity with the tutor: analysing a bad advertorial.</p> <p>You should have read Woods, N 2006, 'Claptrap: The discourse of politics', in N Woods 2006, <i>Describing discourse: A practical guide to discourse analysis</i>, Hodder Arnold, New York, pp. 46-80.</p>
Week 12: 22 - 28 May	Lecture	PR Discourse and Change: A Workshop
	Tutorial	Assignment 3, Pecha Kucha presentations (1) in class
Week 13: 29 May - 4 June	Lecture	No lecture this week.
	Tutorial	Assignment 3, Pecha Kucha

Date	Type	Content
		presentations (2) in class

Resources

Prescribed Resources

All readings are on Moodle. There is no textbook in this course.

Recommended Resources

Fairclough, N 1992, *Discourse and social change*, Polity Press, Cambridge

Fairclough, N & Wodak, R 1997, Critical discourse analysis. In T. A. van Dijk (Ed.), *Discourse studies. A multidisciplinary introduction*. Vol. 2, Sage, London, pp. 258-284.

Gee, J P 2011, *How to do discourse analysis: A toolkit*. Routledge, New York.

Hardy, C, Palmer, I & Phillips, N 2000, 'Discourse as a strategic resource'. *Human Relations*, 53(9), 1227-1248.

Mickey, T J 2003, *Deconstructing public relations: Public relations criticism*. Lawrence Erlbaum, Mahwah, New Jersey

See other seminal texts in "Readings"

Course Evaluation and Development

Apart from MyExperience at the end of Session 1, student evaluation is also part of the learning and teaching activity of students throughout the semester. What would change if you were teaching this course? Students are encouraged to participate in the "How to improve this course?" forum on Moodle. Their contribution to how it is delivered will also earn them credits for their final mark.

Image Credit

Fairclough, N 1992, *Critical language awareness*, Longman, London