

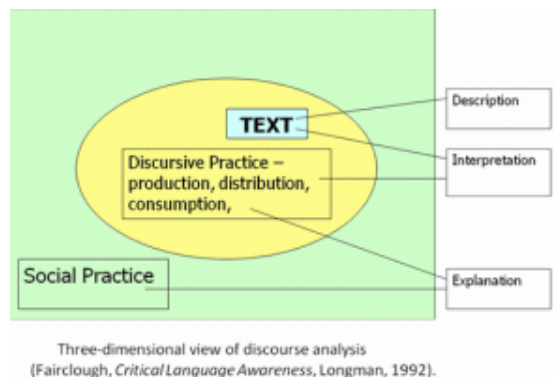


School of the Arts and Media

MDIA3000

Public Relations Discourse and Change

On Twitter: #MDIA3000



Session 1, 2016

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Course Authority	Dr Roumen Dimitrov	r.dimitrov@unsw.edu.au	Thu 12-14:00	Webster R 122	9385 8535
Tutor	Victor Cabello	v.cabello@unsw.edu.au			

Teachers and Classes

Dr Roumen Dimitrov			Victor Cabello		
Lecture	Fri 14 – 15:30	CLB 6	Tutorials	Mon 14 – 15:30	Quad G027
Tutorials	Thu 9 – 10:30	BUS 215		Mod 15:30 – 16	Quad G027
	Thu 10:30 – 12	BUS 215		Tue 11 – 12:30	Block G15
Consultancy	12 – 14	Web 122		Tue 12:30 – 14	Block G15
				Tue 14 – 15:30	GoodsL G21
				Wed 9 – 10:30	Quad G041
				Wed 10:30 – 12	Quad G041
				Wed 14 – 15:30	Quad G055

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster

Building Phone: 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.
- Timetable clash - If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form: <https://www.arts.unsw.edu.au/ttclash/index.php>
- Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.
- 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 For SAM Students

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 Public relations practitioners act on behalf of governments, organizations and social movements to promote particular discourses and interests. Within this course we 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, the course will focus on the identity, relational and ideational dimensions of discourse production and transformation.

Student learning outcomes:

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

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

Assessment Items to Learning Outcomes

A1: Facilitation or reporting of a case study

- 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

A2: Text Analysis

- 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

A3: Case Study and development and presentation

- 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

Assessment & Weighting	Length	Due date	Feedback
A1 Facilitation or reporting of a case study (35%)	Facilitation: 30min Report: 5min	Weeks 4 to 11	Oral after F & R
A2 Text Analysis (30%)	2,000 words via Turnitin	Week 6, Friday, 15 April	Written
A3 Case Study and development and presentation (35%)	2,500 words via Turnitin Pecha Kucha Presentation	Week 11, Friday, 20 May Weeks 12 & 13	Written in three weeks Oral after presentation

Assignment 1. Small group facilitation and report: 35%, students work as a team with two roles, Facilitator and Reporter. WEEKS 4 to 11

In every tutorial from week 4 to week 11 the class will be split into two small groups for the first thirty-five minutes. Each group will have a facilitator and reporter assigned to run their discussion. That is we will have two separate groups each comprised of a facilitator and reporter. The facilitation lasts 30 minutes. The team of facilitator and reporter meet beforehand and select a **text** (see below) for analysis. The facilitator moderates the group discussion. After it is complete the reporter presents to the entire class the gist of the discussion for five minutes. The tutor gives oral feedback immediately after the small group performances in class. This assignment is a group mark out of 35. Marks will be supplied to students 3-4 weeks post presentation.

The assessment criteria for facilitating are

- (1) conceptual knowledge using the CDA Tool Kit;
- (2) good examples, activities to engage students in discussion;
- (3) listening skills;
- (4) enables equal participation; and
- (5) fluent moderation.

The assessment criteria for reporting are:

- (1) intro: what will be said (major outcome, thesis, best memorable soundbite);
- (2) simplicity, essence of key message/s including but not limited to slogans and soundbites;
- (3) on balance: achieved and missed;
- (4) appeal, contact with the audience; and
- (5) conclusion: what has been said.

Text selection: this can be a news/journal article, speech, official press release, or *script focused* advertisement/ public service announcement (PSA). Ads that have little script or text will not be accepted.

Assignment 2. Text analysis, 30%, 2,000 words, DUE IN WEEK 6 by Friday 15 April via Turnitin

In week 4 the teacher will assign one of three texts for you to analyse critically using a pre-defined set of critical

discourse analysis (CDA) tools. The lecturer will also provide a short example of text analysis using the CDA tools that will be uploaded to Moodle. This assignment is due end-of Week 6 to SAM Admin (hardcopy with coversheet). The major assessment criteria are:

1. insightful use of compulsory CDA tools including analysis of language in *text* and creative application of the CDA tools;
2. logically and analytically written (not just descriptive);
3. writing style (Plain English), grammar, structure and use of headings for main CDA categories;
4. general presentation.

A3. Case study development and presentation, 35%, 2,500 words, presentation in WEEK 12 or 13, Written assignment DUE IN WEEK 11 by Friday 20 May via Turnitin

You have to analyse a strategic communication/public relations campaign using the tools of discursive and semiotic analysis. Discuss the case at all three levels of Fairclough's discourse analysis: text, discursive and social practice. **Part A (30%)**: written component 2500 words (hardcopy with coversheet due week 13). **Part B (5%)**: In-class 4 minute Pecha Kucha presentation (Weeks 12 & 13). That is 12 slides per 20 seconds each, changing automatically, total 4minutes strictly monitored by tutor. Compulsory: The logistics of the Pecha Kucha presentations within the limited time of a tutorial require perfect organisation. For this reason please email PK presentation to tutor latest in the *evening before the day of presentation*.

Week Seven lecture: Assignment 3 will be discussed and Q&A time.

Structure of written assignment (Part A):

1. Intro
2. Corpus and text analysis
3. Additional research to reconstruct the campaign
4. Discursive practices
5. Social Practices
6. Conclusion
7. Appendices: selected texts and research documents (outside word count)

Major assessment criteria are:

1. selection of campaign based on analytical potential, use of research tools and depth of analysis;
2. logically and analytically written (not just descriptive);
3. style and grammar;
4. relevant and correct references in Harvard (a minimum of 5);
5. PowerPoint Pecha Kucha presentation.

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

Submission of Assessment Tasks

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

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the SAM assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Extension Procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- A student who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: <https://student.unsw.edu.au/special-consideration>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

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.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example:

- 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

Date	Lecture	Tutorial	Suggested readings (PDF files in Moodle <i>Readings</i>)
Week One 29 Feb to 4 Mar	What is discourse analysis?		
Week Two 7 to 11 Mar	Heuristics, Frames and Reading Positions: The Toolkit of CDA (Part 1)	Allocation of Assignment One Discussing Huckin's article with the tutor	© = compulsory, ® = recommended © 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. © [The Text Huckin analyses above] More than 700 Nabbed... ® Pratkanis, A R & Aronson, E 1991, '16. Packages', in A R Pratkanis & Aronson, E, <i>Age of propaganda: The everyday use and abuse of persuasion</i> , W. H. Freeman and Co., New York, pp. 115-123.
Week Three 14 to 18 Mar	Discourse and social change: Norman Fairclough: The Toolkit of CDA (Part 2)	Article Analysis with the tutor	© 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. ® Iyengar, S 2009, 'How framing influences citizen understanding of public issues' (an interview), FrameWorks Institute, Text to discuss: Cher tells [in week 5 I will publish the sum-up of our analysis of 'Cher tells' below <i>Readings</i> on Moodle]
Week Four 21 to 24 Mar 25 Mar is PH	No Lecture	Article Analysis (1) Assignment One facilitation and report Giving the text for Assignment Two	© Fairclough, Norman and Ruth Wodak. 1997. "Critical Discourse Analysis." Teun A. van Dijk, ed. <i>Discourse as Social Interaction</i> , Vol 2. London: Sage. 258-84. ® Fairclough, N 1992, 'A social theory of discourse', in N Fairclough, <i>Discourse and social change</i> , Polity Press, Cambridge, pp. 62-100. Fairclough, N 1992, 'A social theory of discourse', in N Fairclough, <i>Discourse and social change</i> , Polity Press, Cambridge, pp. 62-100
Mid-semester break: 25 Mar to 1 April			
Week Five 4 to 8 Apr	Power and Strategies of Change: Michel Foucault The Toolkit of CDA (Part 3)	Article Analysis (2) Assignment One facilitation and report	® Jalbert, PL 1994, Structures of the 'unsaid', <i>Theory, Culture & Society</i> , vol. 11 (1994), pp. 127-160. ® Vallauri, E L & V Masia 2014. 'Implicitness impact: Measuring texts', <i>Journal of Pragmatics</i> , vol. 61, pp. 161-184.
Week Six 11 to 15 Apr	Semiotics and Multimodality	Article Analysis (3) Assignment One facilitation and report Submission of A2 by Friday, 17 April to SAM Admin	© Foucault, M 1976, 'Part Four: The Deployment of Sexuality, Chapter 2: Method', in M Foucault <i>The will to knowledge: The history of sexuality</i> , Volume 1, Penguin Books, London, pp. 92-102. ® 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.
Week Seven 18 to 22 Apr	The Discourse of Consumerism	Article Analysis (4) Assignment One facilitation and report	© van Leeuwen, T 2005, 'Modality', in T. van Leeuwen, <i>Introducing social semiotics</i> , Routledge, London & New York, pp. 160-177. ® 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 Volume 1</i> , Sage, London, pp. 257-291.
Week Eight 25 Apr is PH 26 to 29 Apr	The Discourse of Politics	Article Analysis (5) Assignment One facilitation and report	© 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. ® Machin, D 2003, 'Branding and discourse: the case of Cosmopolitan', <i>Discourse & Society</i> , vol. 14, no. 4, pp. 452-471.
Week Nine 2 to 6 May	Discourse in Change	Article analysis (6) Assignment One Facilitation and report	© 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. ® van Dijk, T A 1992, 'Discourse and the denial of racism', <i>Discourse and Society</i> , 3(1), pp. 87-118.
Week Ten	Change in Discourse	Article Analysis	© Fairclough, N 2001, 'Discourse in social change', in N Fairclough,

9 to 13 May		(7) Assignment One facilitation and report	<i>Language and power</i> , 2 nd edn, Pearson Education, London, pp. 163-192. © Leitch, S., & Neilson, D. (2001). Bringing publics back into public relations: New theoretical frameworks for practice. In R. L. Heath (Ed.), <i>Handbook of public relations</i> . (pp.127-138). Thousand Oaks, CA: Sage.
Week Eleven 16 to 20 May	Modern and Postmodern Public relations Discourses	Article analysis (8) Assignment One facilitation and report Submission of Written Report by Friday, 5 June to SAM Admin	© Leitch, S & Motion, J 2010), 'Publics and public relations: Effecting change'. In R Heath (Ed.), <i>The SAGE handbook of public relations</i> . Thousand Oaks, CA: Sage, pp. 99-110. © Berger, B K 2005, 'Power over, power with, and power to relations: Critical reflections on public relations, the dominant coalition, and activism', <i>Journal of Public Relations Research</i> , vol. 17, no. 1, pp. 5-28.
Week Twelve 23 to 27 May	Public Relations Discourse and Change	Assignment Three, Pecha Kucha presentations in class	
Week Thirteen 30 May to 3 Jun		Assignment Three, Pecha Kucha presentations in class	

Prescribed and Recommended Resources

See the *Readings* page on Moodle.