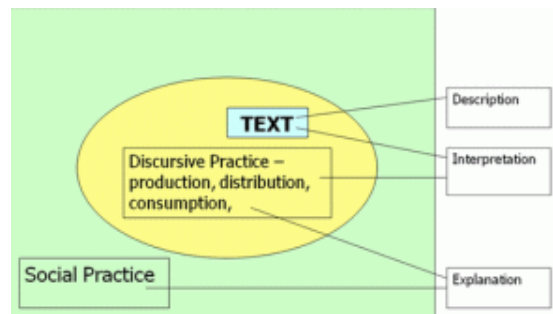


School of the Arts and Media

MDIA3000 Public Relations Discourse & Change

On Twitter: #MDIA3000



Three-dimensional view of discourse analysis
(Fairclough, *Critical Language Awareness*, Longman, 1992).

Session 1, 2015

UNSW Course Outline

1. Location			
FACULTY	Arts and Social Sciences		
SCHOOL	School of the Arts and Media		
	Room 312, level 3 Robert Webster Building Phone: 9385 4856 Email: sam@unsw.edu.au		
COURSE CODE	MDIA3000		
COURSE NAME	Public Relations Discourse and Change		
SESSION	First	YEAR 2015	Twitter: MDIA3000

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3. Staff contact details	
Course Convener, Lecturer and tutor	
Name	Victor Cabello
Teaching	<p><u>Lecture (Weeks: 1-4,6-12) Note no lecture 3 April:</u></p> <p>Friday, 13:00 - 14:30, Chemical Sc M18 (ex Applied Sc (K-F10-M18).</p> <p><u>Tutes (Weeks: 2-5,6-13):</u></p> <p>Wednesday 9:00-10:30, W09A: Red Centre West 3037 (K-H13-3037), 10:30-12:00, W10A: Red Centre West 3037 (K-H13-3037), 13:00-14:30, W13A: Quadrangle G042 (K-E15-G042), 14:30-16:00, W14A: Webster 250 (K-G14-250).</p> <p>Thursday 9:00-10:30, H09A: Quadrangle G027 (K-E15-G027), 10:30-12:00, H10A: Quadrangle G027 (K-E15-G027), 13:00-14:30, H13A: Squarehouse 109 (SAM Sem Room) (K-E4-109), 14:30-16:00, H14A: Squarehouse 109 (SAM Sem Room) (K-E4-109).</p> <p>Friday 10:00-11:30, F10A: Old Main Building 144A (K-K15-144A).</p>
Phone	Better email
Email address	v.cabello@unsw.edu.au or alternate emergency only email victor@mlcdesign.com.au
Contact time and availability	Available for consultation by request on Friday (16:00-18:00)
Communication	When we communicate ONLY use the email format zstudentnumber@student.unsw.edu.au .
Class TELT Moodle pages	Access via https://moodle.telt.unsw.edu.au/login/index.php
SAM website	http://sam.arts.unsw.edu.au/
Course handbook	http://www.handbook.unsw.edu.au/undergraduate/courses/2015/MDIA3000.html

4. Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application 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 for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- 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.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>
- Attendance will be recorded at tutorials. If you are more than 15 minutes late, you are deemed not to have attended. It is your responsibility to ensure your name has been marked off at each class.

5. Essential Information For FASS/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://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

6. Course details	
Credit Points	6
Aims of the Course	1. To offer students an advanced theoretical understanding of the role of public relations and communication professionals in producing and transforming socio-cultural, corporate and political discourses.
	2. To develop students' ability to critically analyse the contexts in which discursive struggles are played out, the discursive repertoires and practices that communication professionals draw upon and the ethical implications of such repertoires and practices.
	3. To engage students in experiential and case-study based learning
Student Learning Outcomes	At the end of this course students 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 and prepare case studies of public relations and public communication campaign/s applying the Critical Discourse Analysis (CDA) Tool Kit.
	4. Identify the contextual constraints, discursive practices and the ethical implications of public relations attempts to influence discursive production and transformation within society.
	5. Learn the roles of facilitator and presenter by conducting and reporting small group case study exercises and activities in small groups.
Graduate Attributes	1. The ability to analyse public relations as a contextualized, signifying, discourse technologization practice.
	2. The capacity for analytical and critical thinking and for creative problem solving instantiated by applying appropriate aspects of discourse theory and analytics to public relations issues.
	3. The ability to engage in independent and reflective thinking and provide original theory-driven insights into public relations practices.
	4. The skills required for collaborative case study analysis and decision-making.
	5. An understanding of the role of codes of ethics, the development of ethical judgment and adoption of ethical public relations practices.
	6. The persuasive skills involved in effective case study presentations.

7. Rationale for the inclusion of content and teaching approach

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 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.

8. 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.

9. Assessment					
Assessment task	Length	Weight	Learning outcomes	Graduate attributes	Due date
A1: Facilitation or reporting of a case study	F.: 40 min R: 5 min	20%	1, 3, 4, 5	1, 2, 4, 5, 6	Weeks 4 to 11
A2: Text analysis	1500 words	30%	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Week 6 by 17 April
A3: Case study development and presentation	2500 words & PowerPoint presentation	50%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Presentations Weeks 12 & 13. Written Report due Friday, 5 June

Assignment 1. Small group facilitation and report: 20%, 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 groups for the first forty minutes. Each class group will have a facilitator and reporter assigned to run their discussion i.e. 2 separate class groups each comprised of a facilitator and reporter. The simultaneous facilitation of the small groups lasts 30 minutes. The team selects a **text** (see below) for analysis and conducts the group discussion. After group discussion is complete the reporter presents to the entire class for 5-10 minutes. The reporters summarise their analysis as well as feedback from their group discussion. The tutor gives oral feedback immediately after the small group performances in class. This assignment is a group mark out of 20. 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;
- (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%, 2000 words, DUE IN WEEK 6 by Friday 17 April to SAM Admin

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, 50%, 2500 words, presentation in WEEK 12 or 13, Written assignment DUE IN WEEK 13 by Friday 5 June to SAM Admin

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 – 40%: written component 2500 words (hardcopy with coversheet due week 13). **Part B – 10%:** In-class 4 minute Pecha Kucha presentation (Weeks 12 & 13). That is 12 slides per 20 seconds each, changing automatically, total 4 minutes strictly monitored by tutor. Compulsory: Email PK presentation or link of presentation to tutor once your presentation is complete.

Week 8 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.

Late Submission

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

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 FASS assessment protocols at <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Extension Procedure

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days.
- 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.
- The Course Authority advises their decision through the online extension tool.
- 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.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- 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.

- For more information, see the FASS 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.

10. 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.
- **Duplication:** 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 Student Information website (<https://student.unsw.edu.au/plagiarism>), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

The Learning Centre also provides substantial education 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.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

11. Course schedule			
Date	Lecture	Tutorial	Suggested readings
Week One 2 Mar to 6 Mar	What is discourse analysis? Deconstructing PR		
Week Two 9 to 13 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. http://files.eric.ed.gov/fulltext/ED417422.pdf ® Iyengar, S 2009, 'How framing influences citizen understanding of public issues' (an interview), FrameWorks Institute, http://www.frameworksinstitute.org/assets/files/iyengarinterview2009.pdf ® 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 16 to 20 Mar	Discourse and social change: Norman Fairclough: The Toolkit of CDA (Part 2)	Article Analysis with the tutor	© Fairclough, N 2001, 'Discourse in social change', in N Fairclough, <i>Language and power</i> , 2 nd edn, Pearson Education, London, pp. 163-192. ® Fairclough, N 1992, 'A social theory of discourse', in N Fairclough, <i>Discourse and social change</i> , Polity Press, Cambridge, pp. 62-100.
Week Four 23 to 27 Mar	Power and Strategies of Change: Michel Foucault	Article Analysis (1) Assignment One facilitation and report Giving the text for Assignment Two	© Cameron, D 2001, Identity, difference and power: locating social relations in spoken discourse, in D Cameron, <i>Working with spoken discourse</i> , Sage Publications, London, pp.161-179. ® 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 Five 30 Mar to 2 Apr	NO LECTURE or FRIDAY TUTORIALS due to PUBLIC HOLIDAY	Article Analysis (2) Assignment One facilitation and report	© Perelman, C 1982, <i>The realm of rhetoric</i> , London, University of Notre Dame Press, Chapter 4: Choice, Presence, and Presentation, pp. 33-40. ® Jalbert, PL 1994, Structures of the 'unsaid', <i>Theory, Culture & Society</i> , vol. 11 (1994), pp. 127-160. ® Lakoff, G 2004, Don't think of an elephant! Know your values and frame the debate, Chelsea Green Publishing, White River Junction, VT,
Mid-semester break: 3 to 12 April			
Week Six 13 to 17 Apr	Rhetoric, persuasion and Discourse	Article Analysis (3) Assignment One facilitation and report Submission of A2 by Friday, 17 April to SAM Admin	© 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 Seven 20 to 24 Apr	The Discourse of Consumerism and professional applications	Article Analysis (4) 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 Eight 27 Apr to 1 May	The Discourse of Politics	Article Analysis (5) Assignment One facilitation and report	© Woods, N 2006, <i>Describing discourse</i> , Hodder Arnold, London [Chapter 2, The discourse of politics, 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 Nine 4 to 8 May	Excellence, Publics and Discourse in Public Relations	Article analysis (6) Assignment One Facilitation and report	© Grunig, JE 2008, Excellence theory in public relations. <i>Manuscript, University of Maryland</i> . Retrieved from http://kdpaine.blogs.com/files/encylopedia-of-communication-

			9781405131995_chapter_399.pdf © Jones, R 2001, 'Challenges to the notion of publics in public relations', <i>Public Relations Review</i> , vol. 28, pp. 49-62
Week Ten 11 to 15 May	PR Discourses and Discursive PR. How you can apply it!	Article Analysis (7) Assignment One facilitation and report	© 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. © 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 18 to 22 May	Modern and Postmodern Public relations Discourses	Article analysis (8) Assignment One facilitation and report	© Holtzhausen, D & Voto, R 2002, 'Resistance from the margins: The postmodern public relations practitioner as organizational activist', <i>Journal of Public Relations Research</i> , vol. 14, no. 1, pp. 57084. © 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 25 to 29 May	Public Relations Discourse and Change	Assignment Three, Pecha Kucha presentations in class	
Week Thirteen 1 to 5 Jun		Assignment Three, Pecha Kucha presentations in class Submission of Written Report by Friday, 5 June to SAM Admin	

12. Expected resources for students

Textbook details (Title; publisher; edition; year of publication)	Additional readings	Websites and blogs I follow
No textbook in this course	PDF files of book sections are placed in the library course page All academic articles are available electronically from the library catalogue The following journals are highly recommended: <i>Public Relations Review</i> <i>Journal of Public Relations Research</i> <i>Discourse & Society</i> <i>Critical Discourse Studies</i>	http://sethgodin.typepad.com/ http://www.bethkanter.org/ http://www.prdaily.com/ http://www.ragan.com/ http://www.socialmediaexaminer.com/ http://spinsucks.com/ http://theconversation.edu.au/

13. Course evaluation and development

Student evaluation will be actively sought and responded to whenever possible. Formal university evaluation ('CATEI' Surveys) will be undertaken, as well as informal evaluation, tutorial focus groups and an evaluation round table in Week 12. Feedback from students is welcome, in person and by email. This feedback will be used to revise the course for the following year.

14. Facilitator & rapporteur assessment sheet

Week/Date:	Topic:					
GROUP 1						
Facilitator 1	Name:					
	Poor	Fair	Good	Very Good	Excellent	
Conceptual knowledge						
Good examples, activities						
Listening skills						
Enables equal participation						
Fluent moderation						
Comments						
Rapporteur 1	Name:					
	Poor	Fair	Good	Very Good	Excellent	
Intro: what will be said						
Simplicity, the essence, not lost in details						
On balance: achieved and missed						
Appeal, good contact with audience						
Conclusion: what has been said						
Comments						
GROUP 2						
Facilitator 2	Name:					
	Poor	Fair	Good	Very Good	Excellent	
Conceptual knowledge						
Good examples, activities						
Listening skills						
Enables equal participation						
Fluent moderation						
Comments						
Rapporteur 2	Name:					
	Poor	Fair	Good	Very Good	Excellent	
Intro: what will be said						
Simplicity, the essence, not lost in details						
On balance: achieved and missed						
Appeal, good contact with audience						
Conclusion: what has been said						
Comments						