



Faculty of Arts  
& Social Sciences

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**School of the Arts and Media**

# MDIA 5004

## Media and Public Relations

### COURSE OUTLINE

Session 1, 2014

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## Introduction to the Course

This course introduces students to the role and function of media relations within public relations. The learning focus will be on gaining a practical understanding of the field with a theoretical underpinning. Students will learn about dealing with the media, public communication and issues management. This will include learning how to prepare and manage a media relations campaign, how to write materials for the media, how to manage a crisis and how to work in a group. Students will also examine ethical and professional issues relevant to media relations.

## Location of the course

### Wed

0900 – 1100

Quad GO52

1200 – 1400

Quad GO47

1500 – 1700

Quad GO52

### Thu

1500 – 1700

Quad GO46

1800 – 2000

Gold GO5

## Staff Contact Details

Position	Name	Email	Availability; times and location
Course Convener	Emily Booker	e.booker@unsw.edu.au	Wed 11-12, 2-3 Webster 2 <sup>nd</sup> floor. <b>Book appointment by email</b>
Lecturer	Emily Booker		
Lecturer	Dr Enda Murray	e.murray@unsw.edu.au	Thurs <b>Book appointment by email</b>

## School of the Arts and Media Contact Information

SAM Office

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

## Attendance Requirements

To pass this course you are required to attend at least 80% of lectures. If you do not meet the minimum attendance requirement for any reason you may be refused final examination and you may fail the course.

If you experience a prolonged illness or misadventure that prevents you from meeting the 80% attendance requirement you should contact your course convener immediately. You may be advised to withdraw from the course.

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## Essential Information for Students

A webpage with essential information about UNSW policy and guidelines for SAM students can be accessed at:

<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

In this document, you will find important information on the following:

- Essay Writing Support Services
- Policies Regarding Late Work
- Procedure for Applying for Extensions
- Procedure for Applying for Special Consideration
- Procedures for Submitting Assessments
- Policy on Academic Honesty and Plagiarism

## Course details

Credit Points: UOC 6

### Summary of the Course

This course introduces students to the role and function of media relations within public relations. The learning focus will be on gaining a practical understanding of the field with a theoretical underpinning. Students will learn about dealing with the media, public communication and issues management. This will include learning how to prepare and manage a media relations campaign, how to write materials for the media, how to manage a crisis and how to work in a group. Students will also examine ethical and professional issues relevant to media relations.

### Aims of the Course

This course aims to teach students to:

1. To understand and develop interpersonal, organizational, media and communication skills
2. To understand the planning and implementation of media relations plans
3. To formulate strategies for building relationships with media producers
4. To be able to produce communications suitable for media relations
5. To develop an appreciation of the theoretical underpinnings of media relations
6. To think critically about the ethical dimensions of media and public relations

### Student learning outcomes

On successful completion of this subject, students will be able:

1. To write a press release and a letter to the editor/opinion piece
2. To organise a media conference
3. To develop and implement a media relations campaign working in a group
4. To write media materials for a media relations campaign
5. To have acquired an understanding of theoretical frameworks relevant to media and public relations

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### **Graduate Attributes**

In this course students will develop the following graduate attributes:

1. The skills of effective written communication for media campaigns
2. The skills of effective organisation, within a team, for media relations campaigns
3. The capacity for analytic and critical thinking and for creative problem solving
4. The skills to locate, evaluate and use relevant information for media campaigns
5. A respect for ethical practice and social responsibility
6. An understanding of the methods of investigation and theoretical frameworks appropriate to research

### **Rationale for the inclusion of content and teaching approach**

This content of this course and its teaching approach is designed to enable students to develop particular communications skills that will enhance their practice and work in the field of media and public relations. It reflects my position that their practice within the field will require advanced levels of communication to enable ongoing development.

### **Teaching strategies**

This course will be taught face to face in a lecture theatre environment but there will be a strong emphasis on encouraging student participation in the process of learning. Students will be actively engaged in solving problems posed by the lecturer. Student learning will be enhanced by the use of case studies and by group work in which students will be asked to produce media and public relations materials and campaigns for a real client.

### **Assessment**

1. *Individual assessment*: Media release (300 words) + rationale (500-800 words) - 35%.  
Due Week 4 (Thu Mar 27)
2. *Individual assessment*: **EITHER** Letter to the editor (200 words) + rationale (500-800 words) **OR** opinion piece (800 words) + rationale (500-800 words) - 35%.  
Due Week 7 (Thu Apr 17)
3. *Group assessment*: Media Plan for Non-Profit Organisation (1500 words) - 30%  
Due Week 10 (Thu May 22)

**In order to pass this course, you must make a serious attempt at ALL assessment tasks.**

## Assessment Details

<b>Assessment 1</b>	Individual Assessment
<b>Title</b>	<b>Media Release</b> (300 words) + <b>Rationale</b> (500-800 words)
<b>Expectations</b>	<p><b>Media Release</b></p> <p>To write a media release for your group media plan for a non-profit organisation (your third assignment).</p> <p>The media release will be marked on how well you have articulated the release in line with effective media release writing guidelines. You will need to present a strong news angle and follow the format and style of a media release presentation.</p> <p>The media release is for your campaign so must focus on the <b>issue</b> or an <b>event</b> that you will try to promote in the media for your non-profit organisation. For an issue, you must research how this issue has been covered in the media and work out how to make this issue newsworthy. For an event you must consider what makes news (week 2 lecture) and make sure that you emphasise some aspect of the event that is newsworthy. An event in itself is not often newsworthy unless it is unusual.</p> <p>The 'audience' for the media release is the journalist, producer or editor that you are sending your release to. So your release must have a news angle that will be interesting to this journalist's audience (e.g. the readers of her newspaper, or the viewers of his TV show).</p> <p>You must name the journalist and the media outlet that you are targeting with your release.</p> <p>More information will be presented in class and covered in readings.</p> <p><b>Rationale</b></p> <p>Explain the rationale behind your decisions in writing your media release. This must include academic references to your readings or other material that informed your choices of news angle, target audience, topic, etc.</p>
<b>Length</b>	300 words + 500-800 words
<b>Weighting</b>	35%
<b>Due date</b>	Thursday 27 March – submitted on Moodle through Turnitin by midnight

# EITHER

<b>Assessment 2</b>	Individual Assessment
<b>Title</b>	<b>Letter to the Editor + Rationale – OPTION 1</b>
<b>Expectations</b>	<p><b>Letter to the Editor</b></p> <p>You must write a letter to the editor based on the guidelines presented in lectures and in the readings. You must follow the format clearly.</p> <p>The letter must argue the case around an issue that you have chosen to advocate in the media for your chosen non-profit organisation.</p> <p>The letter must be addressed to the editor of a newspaper or magazine (print or online mass media outlet) that will reach your non-profit organisation's target audience.</p> <p>You must name the editor and the media outlet that you are writing for. You must research the media outlet to see how they have covered your issue and write a letter that touches on this framing.</p> <p>More information on this will be presented in class and covered in the readings.</p> <p><b>Rationale</b></p> <p>Explain the rationale behind your decisions in writing your letter to the editor. This must include academic references to your readings or other material that informed your choices of opinion angle, target audience, topic, newspaper choice, etc</p>
<b>Length</b>	200 words (letter) + 500-800 words (rationale)
<b>Weighting</b>	35%
<b>Due date</b>	Thursday 17 April - on Moodle through Turnitin – by midnight

# OR

<b>Assessment 2</b>	Individual Assessment
<b>Title</b>	<b>Opinion piece (Op-Ed) + Rationale – OPTION 2</b>
<b>Expectations</b>	<p><b>Opinion piece</b></p> <p>You must write an opinion piece based on the guidelines presented in lectures and in the readings. The piece must examine the issue that is being promoted by your chosen non-profit organisation and target a newspaper or magazine (print or online mass media outlet) that will reach the target audience in the media plan for your organisation. You should tie the issue into something covered already in the news if possible. You must name the editor and media outlet that you are writing for.</p> <p><b>Rationale</b></p> <p>Explain the rationale behind your decisions in writing your opinion piece. This must include academic references to your readings or other material that informed your choices of opinion angle, target audience, topic, newspaper choice, writing style, etc</p>
<b>Length</b>	800 words (Opinion piece) + 500-800 words (Rationale)
<b>Weighting</b>	35%
<b>Due date</b>	Thursday 17 April - on Moodle through Turnitin – by midnight



<b>Assessment 3</b>	Group assessment
<b>Title</b>	<b>Media Plan for a Non-Profit Organisation</b>
<b>Expectations</b>	<p>Write a media relations campaign plan for a real non-profit organisation.</p> <p><b>Your aim is to get coverage in the mass media.</b></p> <p>The plan must be designed to get coverage in the mass media of an issue that is of central importance to your non-profit organisation or of a major newsworthy event that your organisation is already planning. This is not a plan to organise an event so you should not be organising an event yourselves.</p> <p>The Media Plan must be presented in a professional manner with headings, client logo and clear, succinct writing. Outline suggested:</p> <ol style="list-style-type: none"> <li>1. Cover page with title of the plan, client logo, your group name (as the PR practitioners), date, contact details for your group</li> <li>2. Situation Analysis – this is a short description of your client and either of the issue or the event that you will be trying to get coverage of in the media</li> <li>3. Aim – brief summary (approx 2 sentences) of what you are trying to achieve with this one (small) Media Plan</li> <li>4. Target Audience – the audience that you hope to reach with the information about your issue or event for your client</li> <li>5. Target Media – your choice of media with an explanation for this choice (eg reaches target audience, is favourable to your issue)</li> <li>6. Objectives – clear, achievable objectives to reach this audience through using the mass media</li> <li>7. Tactics – how you will reach this audience (eg by writing a media release and sending it to a particular newspaper)</li> <li>8. Calendar of planning/timeline – include every detail of what you will be doing in your plan, assigning tasks to group members</li> <li>9. Budget – brief outline of the costs of implementing the plan</li> <li>10. Evaluation – techniques you will recommend to be used to evaluate the plan <i>after</i> it is over.</li> </ol> <p>The media plan should be developed using the information presented in lectures and in the readings. Remember this campaign plan is for your <b>client</b> – so it must be written and presented <i>for them</i>.</p>
<b>Length</b>	1500 words
<b>Weighting</b>	30%
<b>Due date</b>	Thursday 22 May – submitted on Blackboard – by midnight

Criteria	Assessment 1 - Media Release and Rationale - individual			
<b>Layout and format, presentation and evidence of proof-reading in media release (7)</b>	FL-PS Media release too brief or too long. Poor grammar and presentation. Presentation of release not correct. No date or contact details shown. No heading.	PS-CR Key aspects of media release requirements followed. Some typos or spelling mistakes. Presentation of release meets some of the requirements. E.g. date shown but no contact details.	CR-DN All aspects of media release requirements in terms of layout and format. No typos or spelling mistakes. Presentation of release meets all requirements. Date/ contact details shown. Heading and intro well-presented.	HD All aspects of media release requirements evident in terms of layout and format, including client logo and attractive and clear presentation designed to attract journalist' attention. Completely error free. Presentation of release follows all guidelines. Date and contact details shown. Clearly and attractively presented heading and first paragraph. Paragraphs well-spaced.
<b>Evidence of research and inclusion of appropriate and newsworthy facts in media release (7)</b>	FL-PS Little evidence of research of the issue/event or of relevant media coverage of the issue. No inclusion of newsworthy facts.	PS-CR Evidence of research into issue or event and of relevant media coverage and some inclusion of newsworthy facts from this research.	CR-DN Solid evidence of research into the issue/event and relevant media coverage and use of research to include appropriate and thoughtful facts through media release.	HD Excellent research with selection of highly newsworthy facts. Using these facts effectively in the release in the inverted pyramid structure and using some of the research in a quote that will be of interest to the audience of the target media.
<b>5 W's in media release (7)</b>	FL-PS Process of 5 W's and How not evident – (who, what, when, where, why and how). These questions not answered at all.	PS-CR Most of the 5 W's evident . No How evident. Sound explanation backing up "news angle". But the 5 Ws are not clearly explained in the first two paras..	CR-DN All of the 5 W's evident –and How. Very good explanation backing up "news angle". First paragraph presents the key information and all 5 Ws included in first two.	HD All 5 W's evident – who, what, when, where, why and How Excellent explanation backing up "news angle". Presented in order of importance in heading. First paragraph presents all the key information clearly strongly and succinctly.
<b>Quality of expression in both rationale and media release (7)</b>	FL-PS Quality of expression poor and inverted triangle structure not followed. Sentences too long and difficult to understand.	PS-CR Basic level of expression; presented, some aspects of inverted triangle structure shown. Ideas reasonably clear but sentences sometimes too long and not easy to read.	CR-DN Quality of expression sound; inverted triangle structure presented. Too many fancy adjectives but basically clear and easy to read. Logical flow of information; backs up news angle.	HD Outstanding quality of expression and inverted triangle structure followed tightly with strong impact. Appropriate use of words – doesn't exaggerate. Clear, simple and easy to read.
<b>Rationale: Explanation of decisions taken in writing media release and quality of references (7)</b>	FL-PS No clear explanation of decisions and little proper academic referencing; no reading	PS-CR Basic ideas explained but unclear. Some reading that supports arguments. Academic references incomplete	CR-DN Clear and concise explanation of decisions taken in writing release. Strong choices made. Clear, accurate academic referencing. Sound reading.	HD Outstanding and insightful decisions made and succinctly explained. Wide ranging reading with excellent referencing.

Criteria	Assessment 2 – Letter to the editor/Opinion Piece and Rationale - individual			
<b>Layout and format, presentation and evidence of proofreading (7)</b>	<p>FL-PS Layout, format incorrect. Typos and spelling mistakes. Too long. Contact details not provided. No indication of target media.</p>	<p>PS-CR Partially correct layout, format. Some typos or spelling mistakes. Not presented in style of target media outlet. Contact details incomplete. Too long/ too short.</p>	<p>CR-DN Meets all aspects of requirements in terms of layout and format. Few flaws. Style is concise and lucid and targets media outlet. Date/ contact details and media outlet shown. Correct length</p>	<p>HD All aspects of requirements evident in terms of layout and format and in language required for media outlet. Error free. Date and contact details and media outlet shown. Correct length</p>
<b>Evidence of research into the issue and into coverage of issue in the media (7)</b>	<p>FL-PS No evidence of research and no inclusion of newsworthy information to back up point of view.</p>	<p>PS-CR Evidence of research into topic and some inclusion of newsworthy information that supports your point of view/argument.</p>	<p>CR-DN Solid evidence of research into coverage of the issue in the media and appropriate and thoughtful inclusion of information that supports the opinion/point of view in the letter/opinion piece.</p>	<p>HD Excellent research into media coverage of the issue. Using this information effectively to promote a strong case for your opinion and including a reference to an article or news coverage on this issue that has appeared in your chosen media outlet.</p>
<b>Clear identification of opinion point that is of key importance to non-profit client and is newsworthy (7)</b>	<p>FL-PS No opinion angle (point of view) on the issue. Not related to issue of major significance to non-profit organisation.</p>	<p>PS-CR Some indication of an opinion but not clearly presented. Of interest to non-profit but not a newsworthy topic.</p>	<p>CR-DN Clearly articulated opinion. Opinion is of key importance to non-profit organisation and is also newsworthy.</p>	<p>HD Opinion is clearly and forcefully presented. Reference is made to where the topic appears in the news print that is targeted or to a current news story in the media in general. Opinion refers to an issue that is of major significance to non-profit organisation and is strongly newsworthy.</p>
<b>Quality of expression in both letter/opinion piece AND rationale(7)</b>	<p>FL-PS Quality of expression poor throughout and argument incoherently expressed.</p>	<p>PS-CR Basic level of expression presented and argument somewhat clear.</p>	<p>CR-DN Quality of expression sound and argument and ideas clearly and succinctly expressed.</p>	<p>HD Outstanding quality of expression. Excellent presentation of coherent and forceful opinion and in language appropriate for the targeted media outlet. Rationale shows clear and logical thinking, well-expressed</p>
<b>Explanation of decisions taken in writing rationale and quality of references(7)</b>	<p>FL-PS No clear explanation of decisions and little proper academic referencing: no indication of reading</p>	<p>PS-CR Basic ideas explained but unclear. Some reading that supports arguments. Academic referencing but not complete</p>	<p>CR-DN Clear and concise explanation of decisions taken in writing release. Strong choices made. Clear, accurate academic referencing. Sound reading.</p>	<p>HD Outstanding and insightful decisions made and succinctly explained. Wide ranging reading with excellent referencing.</p>

Criteria	Assessment 3 – Media Relations Plan - Group			
	FL-PS	PS-CR	CR-DN	HD
<b>Presentation and Structure (5)</b>	Issue not articulated. Audiences/media not strategically chosen based on research. Over/under word limit. Poor grammar or presentation. No cover sheet. Confused structure.	Some presentation of the issue and client. Partial selection of media/audiences. Structure doesn't include all required elements. Some typos or spelling mistakes, basic presentation but not attractive.	Clear presentation of client/issue. Strategically selected audiences/media. Includes almost all required elements. Presented well, few flaws. Style is concise and lucid.	Excellent presentation of client/issue. Clear and strategic choices of media/audiences backed up with strong research. Covered assignment question in full. Error free. Well written and flows clearly. Excellent presentation including logo, design, details of group (as media relations practitioners)
<b>Objectives (5)</b>	No clear separation between goal and objectives. Unclear objectives that are not measurable and don't fulfil any of the SMART criteria. No understanding of the difference between informational/motivational. Only one type of objective(s) addressed.	Writes a goal but not clearly differentiated with objectives. Demonstrates an understanding of informational and motivational objectives, but not clearly identified. Not all are specific and measurable - SMART.	Goal is broad overall aim. Sound objectives including both informational and motivational. Objectives mostly but not all specific and measurable – SMART	Clearly articulated overarching goal. Sound description of objectives, clearly separating out informational and motivational. Specific and measurable objectives for each audience and relating clearly to targeted media.
<b>Target audiences (5)</b>	Weak choice of audience – not relevant to issue/client's needs. No description of audiences. Only one type of audience addressed.	Adequate description of audience. No secondary audience listed. Brief explanations of audiences but not relevant to your client's interest.	Sound description of key audiences based on issue/client research. Well described with some explanation for choice.	Key audiences clearly and strategically identified. Succinctly presented and described. Audiences clearly linked to client interests.
<b>Target media (5)</b>	Poor choice of target media based on issue/audience. No connection between the two.	Some media chosen to reach target audience, other media chosen randomly. Some media not favourable to client/issue.	Strategic selection of media to reach target audience. Media chosen that are favourable to issue.	Excellent strategic choice of media that both reaches target audience and is highly likely to cover issue or event favourably.
<b>Tactics, timeline and budget (5)</b>	Confusion between tactics and objectives. Very little detail in tactics – no information on target media contacts. Budget does not account for all aspects of costing or has too much information. Timeline is not detailed enough – very limited outline of tactics.	Adequate details of tactics but no information on who, where to contact (media outlets). No details in timeline of who is responsible for what action. Basic details in budget but not everything included.	Most tactics included with most of the details (journalists contacts, etc). Timeline clearly presented and logical. Most activities accounted for– who is responsible and deadlines mostly covered. Budget covers all details of possible costs.	Thoroughly researched – all key tactical activities including responsibilities and deadlines covered. Details of all media outlets to be targeted including name of media outlet and name of journalist/editor/producer to be contacted. Timeline clear and with every item listing who is responsible. All budgetary items included.
<b>Evaluation (5)</b>	Loosely covered. Not linked to objectives at all. Recommendations not feasible or realistic. Too much academic language (should be language understandable for client – client is the audience for this proposal)	Some reference to stated objectives. Not all objectives covered. Recommendations only somewhat feasible. Too many types of evaluation suggested.	Reference to most objectives- including motivational, informational. Realistic measures recommended.	Reference to all stated objectives- motivational, informational. Realistic measures recommended, strategic evaluations chosen to give a good all round evaluation of the success of the plan.

### 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 0 marks. Late work will not receive detailed feedback.

### Extension Procedure

In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 5 days in more serious cases.

### 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.

- **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 Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.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 \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](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.

## Course schedule

### **Week 1: Introduction to Media Relations and Public Relations** (Mar 5,6)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp 1-35
- Lamb, L and McKee, K 2005, *Applied Public Relations Cases in Stakeholder Management*, New Jersey: Lawrence Erlbaum Associates, pp 88-92
- Stanton, R 2007, *Media Relations*, Melbourne: Oxford University Press pp 1-8

### **Week 2: Media relations and liaison: What is news** (Mar 12, 13)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp 86-94

### **Week 3: Writing a media release: What the journalist wants** (Mar 19, 20)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp 95-107, p xxix

### **Week 4: Opinion writing** (Mar 26, 27)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp122-123, 153-156
- <http://www.smh.com.au/national/hello-and-welcome-to-a-day-in-the-strife-of-the-letters-editor-20110913-1k7I5.html>
- <http://www.smh.com.au/opinion/rules-and-tips-for-submitting-letters-20100115-mcal.html>

### **Week 5: Non profit organisations: Advocating a cause** (Apr 2, 3)

- Bales, S and Gilliam, F.D.Jr 2004, 'Communications for Social Good,' *Foundation Center*, April, Executive Summary at [http://www.foundationcenter.org/gainknowledge/research/pdf/practicematters\\_08\\_execsum.pdf](http://www.foundationcenter.org/gainknowledge/research/pdf/practicematters_08_execsum.pdf)
- Johnston, J and Zawawi, C 2009, *Public Relations Theory and Practice* (3<sup>rd</sup> edition), Sydney: Allen & Unwin, pp 443-449
- Davis, A 2004, *Mastering Public Relations*, UK: Palgrave Macmillan, pp 177-180

### **Week 6: Media plan: Research, strategy and planning** (Apr 9, 10)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp 40-52
- Stanton, R 2007, *Media Relations*, Melbourne: Oxford University Press, pp 33-35, pp 38-45
- Wilcox, D 2005, *Public Relations Writing and Media Techniques* (5<sup>th</sup> edition), Boston: Pearson, Allyn and Bacon, pp 528-536

### **Week 7: Media plan: Tactics, timelines and budgets** (April 16, 17)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, p 93-94, pp 142-143, pp 174-179, p xxiv

**Week 8: NO LECTURE: Reading week** (April 30, May 1)

- Review and catch-up on readings

**Week 9: Evaluation of media relations plans** (May 7, 8)

- Mahoney, J 2013, *Public Relations Writing*, Melbourne: Oxford University Press, pp 189-196
- Xavier, R et al 2005, 'Using evaluation techniques and performance claims to demonstrate public relations impact: an Australian perspective,' *Public Relations Review*, vol. 31, no. 3, pp 417-424, [www.sciencedirect.com](http://www.sciencedirect.com)
- MacNamara, J 2006, 'PR Metrics', Media Monitors (access on Moodle)

**Week 10: The political media adviser: Spin and information** (May 14, 15)

- Johnston, J and Zawawi, C 2009, *Public Relations Theory and Practice* (3<sup>rd</sup> edition), Sydney: Allen & Unwin, pp 418-436

**Week 11: Ethics and Corporate Social Responsibility** (May 21, 22)

- Wilcox, D 2005, *Public Relations Writing and Media Techniques* (5<sup>th</sup> edition), Boston: Pearson, Allyn and Bacon, pp 85-91
- Regeister, M and Larkin, J 2005, *Risk Issues and Crisis Management: A Casebook of Best Practice* (3<sup>rd</sup> edition), London: Kogan Page, pp 69-84

**Week 12: Dealing with the media in a crisis** (May 28, 29)

- Sefiani, R 2011, *Anna Bligh's Impressive Crisis Communications*, Sefiani Blog, <http://www.sefiani.com.au/blog/anna-blighs-impressive-crisis-communications/>
- Lamb, L and McKee, K 2005, *Applied Public Relations Cases in Stakeholder Management*, New Jersey: Lawrence Erlbaum Associates, pp 110-113
- Regeister, M and Larkin, J 2005, *Risk Issues and Crisis Management: A Casebook of Best Practice* (3<sup>rd</sup> edition), London: Kogan Page, pp 17-21, pp 176-181

**Week 12: Media conference: A practical scenario** (June 4, 5)

- Johnston, J and Zawawi, C 2009, *Public Relations Theory and Practice* (3<sup>rd</sup> edition), Sydney: Allen & Unwin, pp 257-261



## Expected Resources for students

### Textbook

Mahoney, J 2013, *Public Relations Writing*, 2nd Edition, Melbourne: Oxford University Press

### Recommended texts

Johnston, J and Zawawi, C 2009, *Public Relations Theory and Practice* (3<sup>rd</sup> edition), Sydney: Allen & Unwin

Regester, M and Larkin, J 2005, *Risk Issues and Crisis Management: A Casebook of Best Practice* (3<sup>rd</sup> edition), London: Kogan Page

Stanton, R 2007, *Media Relations*, Melbourne: Oxford University Press

Wilcox, D 2005, *Public Relations Writing and Media Techniques* (5<sup>th</sup> edition), Boston: Pearson, Allyn and Bacon

The recommended readings can be accessed through the University library online. Type in MDIA 5004 to get access to the readings.

<http://info.library.unsw.edu.au/web/services/services.html>

### Moodle

The UNSW uses a TELT (Technology Enabled Learning & Teaching) programme called Moodle to make available extra learning material, submitting assignments, and checking your grades amongst other things. It is integral to most University courses and vital to the success of students. Make sure you familiarise yourself with it in the first couple of weeks.

## Course evaluation and development

Student feedback is encouraged through both informal feedback directly to lecturers and through the formal CATEI survey conducted at the end of the course by the University. This feedback in the past has been incorporated in the design of the content and the teaching strategies. For example in the past students asked for more practical and current examples of theories and hands-on practice for assessments. The group exercise has been particularly designed to meet these needs

## Other information

- Information on relevant Occupational Health and Safety policies and expectations is outlined at: <http://www.ohs.unsw.edu.au/>
- Student equity and diversity issues can be sought from Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734).
- Further information for students with disabilities is available at <http://www.studentequity.unsw.edu.au>