NR 400 Public Relations in Natural Resources – Spring 2014
3 semester credits
11:00-12:15 Tuesday/Thursday, Room 113 Gifford

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University catalogue course description: Effective public relations and public information programs applicable to natural resource professions.

Additional assigned readings will be available via RamCT as PDFs, documents, or web links under Course Content and the folder for the corresponding week

Attendance, Tardiness, and Participation
Absences and tardiness will not gain you favorable public relations – internally in this class or externally in your career or life. You are expected to be at every session and on time, and to read the assigned text and additional readings. Missing one day of this 1 1/4 hour class is like missing 1.5 of another class.

For NR400, class time is useful for discussions, to add new information not covered in readings, to make announcements, to clarify assignments, to provide an atmosphere of learning among peers, and, most importantly, to be engaged in the learning process. Class participation (quantity and quality) and worksheets are part of the grading system; if you are not in attendance, you cannot be evaluated or complete in-class worksheets. If you must miss class, it is your responsibility to obtain notes and updates/announcements from other students.

Discussions and activities in class can help you develop your own leadership and public relations style, and may expose you to criticism from peers and instructors. Accepting, understanding and using constructive feedback to improve is good for public relations and personal development. I want you to have confidence, to take risks to make honest and defensible inputs, and to learn from disagreements. It is all of our responsibility to respect each other and understand diverse views and actions. Disruptive behavior will be addressed as per CSU standards of conduct.
Minimum expectations for work outside of class are about 2 hours for each hour in class; consequently, at least 5 hours of work per week should be planned for readings, study, and your Public Relations plan and group project.

Academic integrity is important. Students are expected to do their own work by learning in lectures, discussions, readings, interactions with partners, and responsible and respectful participation in your project group. You are expected to be familiar with and to adhere to CSU’s academic integrity principles and honor pledge: http://tilt.colostate.edu/integrity.

Recitation sessions
Recitation sessions (11:50-12:15) will be used to continue class discussions following lectures, to complete worksheets when assigned, or to meet in groups to make progress on your PR plans. Lectures and readings should facilitate further discussions, individual preparedness, and also serve as a foundation for working on the public relations plans.

A few more thoughts
This class is an introduction to the people-side of natural resources management. Scientists and managers of natural resources have positive impacts only when society allows them to operate. People – our “publics” – are becoming more knowledgeable about how the environment works and they have strong emotions about how their natural resources are managed. Public relations means that you need to understand publics and how to communicate with them.

This course is a mixture of learning methods: I will facilitate lectures, discussions, and case studies; guest speakers will add variety and special expertise to the class; and we will always strive for student involvement in the learning process regardless of our large class size. Reading the book and other materials, keeping notes, developing your group plans, and participating in discussions will make learning more practical and beneficial. Learning is not complete by memorizing facts sufficient to get good grades on tests. I expect reading assignments to be completed before coming to class so you are part of the process rather than an observer. Our discussions and your questions will be much more thoughtful when you are prepared.
Course Outline

Readings should be completed by the day listed to prepare for corresponding lectures and discussions, i.e., you should read Jacobson, Introduction & Ch. 1 before class on January 23. Listed assignments are to be completed following class either during recitation, or outside of class. Worksheets will also be assigned following lectures throughout the semester to assess your comprehension and encourage critical thinking.

Week 1

January 21
- Introduction to course: Syllabus and class overview
- Introduction to group projects and expectations
- Communications theory 101
- Service learning and natural resources

Assignments: Review syllabus and PR Plan memo (posted in RamCT)

January 23
- PR definitions, roles, planning concepts
- Service learning and natural resources
- Group problem solving: Benefits & Pitfalls

Readings: Jacobson, Introduction & Ch. 1: Communications for Conservation, p1-23; Jacobson, Ch. 7: Communicating with Groups, p207-224

Assignments: Selection of groups and project assignments through survey form: http://bit.ly/KRwt86 (Survey site will go live after class on Jan 23/ link also available via RamCT); complete Kolb Learning Style Inventory and bring form to 1/28 class

Week 2

January 28
- SWOT analysis and strategic planning tools (Benefits & Barriers, 5W’s, and other planning tools)
- Situation Analysis: Evaluate publics and programs

Readings: Jacobson, Ch. 2: Influencing Public Attitudes and Behaviors, p25-47

Assignments: Group introductions and discussion of learning styles; determine group leader/point person, facilitator, recorder/scribe, and group name

January 30
- Cooperator visits: introductions and conferences

Assignments: Introductions and initial consultations with cooperators

Week 3

February 4
- SWOT: Audiences and publics
- Audience segmentation

Readings: Jacobson, Ch. 3: Designing a Public Communications Program, p49-73; “Global Warming’s Six Americas in September 2012” – in Week 3 folder (RamCT)
February 6
- SWOT: Formative and evaluative research tools, and uses and limitations
- PR research methods and surveys
- Case studies

**Readings:** Jacobson, Ch. 4: Researching Audiences Using Quantitative Approaches, p75-115; Jacobson, Ch. 5: Audience Research Using Qualitative Approaches, p117-153; Jacobson, Ch. 11: Evaluating and Monitoring Program Success, p393-423; Case studies – in Week 3 folder (RamCT)

**Assignments:** Group meetings: goals and objectives, SWOT and situation analysis

**Week 4**

February 11
- Guest speaker: Brian Werner, Communications and Records Manager, Northern Colorado Water Conservancy District

**Assignments:** Group meetings: target audiences, develop case studies

February 13 (**NOTE: CLASS WILL MEET IN MORGAN LIBRARY, ROOM 173**)
- Library resources: Allison Level, WCNR Research Librarian

**Readings:** NR400 Library Research Guide – in Week 4 folder (RamCT)

**Assignments:** Identify databases, journals for group project; develop case studies

**Week 5**

February 18
- From Theory to Practice: knowing problems, finding solutions
- Communications principles in action
- Introduction to Desired Situations – goals and objectives

**Readings:** Jacobson, Ch. 6: Communications Strategies and Actions, p155-206

February 20
- Communications and leadership strategies and actions
- More on Desired Situations and outcomes

**Readings:** “Utah’s Sagebrush Rebellion capital mellows…,” *High Country News*, Jan 24, 2011 – in Week 5 folder (RamCT)

**DUE:** Rough draft of Existing Situation, February 20, 5:00 pm (Follow submission guidelines outlined in PR Plans Overview memo)

**Week 6**

February 25
- Group conferences with instructors

**Assignments:** Review drafts and comments in groups

February 27
- Written media and communications
- Articles, press releases, fact sheets, blogging/online writing, and outlines/agendas
- Electronic media: TV, video, (and online and multimedia)
- Storyboarding: PSAs, video, and web

**Readings:** Jacobson, Ch. 8: Using Mass Media, p241-302

**Assignments:** Review drafts and comments in groups
Week 7
March 4
- Visual materials: Brochures and displays
- Interpretive materials
- Presentations and meetings
- Infographics and new media

Readings: Jacobson, Ch. 9: Methods and Materials for Interpreting the Environment, p303-341; Jacobson, Ch. 7: Communicating with Groups, p224-239

DUE: Revision of Existing Situation, March 4, 5:00 pm (Follow submission guidelines outlined in PR Plans Overview memo)

March 6
- Panel on social and online media communications
- Strategies for social media

Readings: TBA

Week 8
March 11
- Catch up and review day
- Midterm questions
- Mid-semester group- and self-evaluation

Assignments: Pre-break group debriefings and review revisions

March 13
MIDTERM TEST/ EXAM #1
Bring a pencil and your CSUID

Week 9
March 18-20: SPRING BREAK

Week 10
March 25
- Desired Situations
- Expectations for final reports and group presentations
- Educational communications: lesson plans, field demonstrations, and trips

Readings: Jacobson, Ch. 10: Conservation through Education, p343-391

Assignments: Review PR plan and presentation suggestions; Group meetings: discuss goals, publics, and objectives; take Race Implicit Association Test online and record results for 3/27 class: https://implicit.harvard.edu/implicit/ – link available in Week 10 folder (RamCT)

March 27
- Diversity in public relations and natural resources communications


Assignments: Group meetings: Discuss strategies, messages, and individual materials
Week 11
April 1
- Evaluations: Revisited
- Feedback, analysis, and summative research
Readings: Jacobson, Ch. 11: Evaluating and Monitoring Program Success, p393-423
Assignments: Group meetings: Discuss evaluations and reporting/feedback for plans and materials

April 3
- Guest speaker: Pete Kolbenschlag, Mountain West Strategies (tentative)
Assignments: Group meetings: Discuss evaluations and reporting/feedback for plans and materials

Week 12
April 8
- Conflict resolution
- Principles, problems, and examples; successes and failures
- Facilitation and participation
Readings: TBA

April 10
- Crisis response management
- Organization and situational responses
- Media relations
Readings: “Rotenone Use in Fisheries Management,” American Fisheries Society, 2000, browse p15-40 and read Section 2.3, p57-62, and other readings – in Week 12 folder (RamCT)
DUE: Rough draft of Desired Situation: Sections 4-6, 8-10, April 10, 5:00 pm (Follow submission guidelines outlined in PR Plans Overview memo)

Week 13
April 15
- Environmental ethics and communications
- Greenwashing
Assignments: Exchange and peer edit a fellow student’s individual products for April 17
DUE: Rough draft of individual products for peer editing (Follow submission guidelines outlined in PR Plans Overview memo)

April 17
- Group conferences with instructors
Assignments: Review drafts and comments in groups; review comments on individual products
Week 14
April 22
• Class catch-up
• Final exam questions
• Discussions of final PR plans and presentations
  **Assignments:** Finalizing report and individual materials, and preparing group presentations

April 24
• PR plan presentations for class and cooperating partners (Electronic presentation materials are due the day before presentations, following Presentation Suggestions memo)

**DUE:** **FINAL COMPLETE REPORT WITH INDIVIDUAL PRODUCTS, APRIL 24, 5:00PM**
(Follow submission guidelines outlined in PR Plans Overview memo)

Week 15
April 29
• PR plan presentations for class and cooperating partners (Electronic presentation materials are due the day before presentations, following Presentation Suggestions memo)

May 1
• PR plan presentations for class and cooperating partners (Electronic presentation materials are due the day before presentations, following Presentation Suggestions memo)

Week 16
May 6
• PR plan presentations for class and cooperating partners (Electronic presentation materials are due the day before presentations, following Presentation Suggestions memo)

May 8
• Course summary and review
• Critiques and recommendations
• Final exam questions
  **Assignments:** Course evaluation; group and self evaluation; critiques and recommendations

**DATE TBA**
**FINAL TEST/ EXAM #2**
Bring a pencil and your CSUID
Grading Policy (1,000 total points):
Participation & attendance/ Group & peer evaluations, Individual 80
In-class worksheets (6-10), Individual 120
Midterm Test (multiple choice), Individual 125
Final Test (multiple choice), Individual 75
Group Plan - Existing Situation 1-3, Group grade 100
Group Plan - Sections 4-10 and improvements on 1-3, in total with revisions and style formatting, Group grade 200
Communications products (#7 in plan), Individual (one from each category)  
a. Brochure, Display, Popular Article, or Storyboard 125
b. Fact Sheet, News Release, PSA, Memorandum, Meeting Agenda 75
Group presentation - including outline for talk, Group grade 100
Total 1,000

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Some final things:

- Students, faculty, friends and family can have normal stress and anxieties, but some can lead to depression, safety issues or other aberrant behaviors. If you experience problems or are concerned for another member of the CSU community, you can contact campus resources. The Tell Someone phone number for CSU is 970/491-1350. The website is http://www.publicsafety.colostate.edu/tell-someone.aspx

- Writing assistance is available to help you communicate and use proper structure, styles and mechanics: http://writing.colostate.edu/index.cfm

- Late individual and group work, missed deadlines and missed exams are subject to point deductions or loss of credit without prior notice and/or medical documentation.