

**Public Relations**  
**Unit 2: Preparation/Process: Exploring the Goals and Theories of Modern Communications**  
**Grade Level: 11-12**  
**Timeframe: 10-15 days**

**Unit Overview:** In the 21<sup>st</sup> century, nearly the whole world is truly “wired”. The power of communication, through the oral and written word and the images that flash around the world to millions of people in real time, is more awesome than any individual group, or even nation. First and foremost, the public relations practitioner is a professional communicator. As such, students must come to the understanding that communication is the process of exchanging information, imparting ideas, and being understood by others. Public relations practitioners must demonstrate a mastery of many communications skills—writing, speaking, listening, promoting, and counseling. In turn, when communication is planned, every communication must have a goal, an objective, and a purpose. Through this unit of study, students will learn the common goals of communication: to inform, to persuade, to motivate, and to build mutual understanding as well as an understanding that the best way to achieve these goals is through an integrated and strategically planned approach.

**Enduring Understandings/ Essential Questions**

- Knowledge of how and when and to whom to communicate is the primary skill of the public relations practitioner.
  - There are specific, definable goals of communication.
  - Influencing public opinion remains at the heart of professional public relations work; to influence public opinion, PR professionals must anticipate trends in our society.
  - In the 21<sup>st</sup> century, the practice of public relations is firmly accepted as part of the management process of any well-run organization.
  - As media communications have proliferated and an organization’s reputation has become more essential, the practice of public relations enjoys a significant management role and challenge in the new century.
  - Because our society has become more contentious, fractious, and litigious, it is imperative that public relations practitioners understand the laws that govern their organizations and industries.
  - Research is a means of both defining problems and evaluating solutions; it must be part of any 21<sup>st</sup>-century public relations enterprise.
- Why is it necessary for public relations practitioners understand the theories of modern communication as they relate to the practice of public relations? What is the relationship between public relations and public opinion? How difficult is it to change a person’s behavior? What are the elements that make up a public relations plan? How important is the ethical component of the practice of public relations? Why are there differences between a public relations professional’s responsibility and a lawyer’s responsibility? Why is research important in public relations work? Why is evaluation important in public relations outcomes?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.
- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term over terms over the course of a text.
- RI.1-12.7 Integrate and evaluate multiple sources of information presented in different media or forms (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, writing, rewriting or trying a new approach.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**21<sup>st</sup> Century Skills Standard and Progress Indicators:**

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Accountability, Productivity, and Ethics

**Unit 2 Academic Vocabulary**

Semantics, bias, two-step flow theory, concentric-circle theory, constructivism, two-way asymmetric, two-way symmetric, medium, stereotypes, cognitive dissonance, social judgment theory, persuasion, opinion, reputation, functional budgeting, administrative budgeting, ethics, utilitarianism, deontology, business ethics, corporate social responsibility, sleaze factor, attorney/adversary model, defamation, censorship, intellectual property, cybersquatting, e-fraud, litigation, research, random sampling, nonrandom sampling, communications audits, unobtrusive methods, Search Engine Optimization, qualitative research methods.

**Application in Classroom**

**Reading**-Students read subject-matter appropriate, informational texts at grade level and use post it notes or another agreed upon annotation strategy to jot ideas/responses/findings in classroom notebook to complete close reading for meaning.

**Writing**- Throughout the unit, students will have multiple opportunities to read and write across a variety of forms for various purposes.

**Speaking and Listening**-Students follow agreed-upon rules for discussions and carry out assigned roles.

**Technology**—Students utilize technology to research course subject matter, process and publish their writing as well as to create multimedia presentations.

Instructional Plan					Reflection
<b>Pre-assessment</b>					
Research Simulation assessment (Readings culled from Textual Material)					
Unit Learning Objectives	Instructional Practice	Student Strategies	Formative Assessment	Resources and Activities	Reflection

<p><b>SWBAT:</b></p> <p>Discuss the goals and theories of modern communication as they relate to the practice of the public relations.</p> <p>Explore the importance and proper use of words and semantics to Deliver ideas and persuade others toward one’s point of view.</p> <p>Discuss the various elements that effect communication, including the media, the bias of receivers, and the individuals or entities delivering messages.</p> <p>Examine the necessity of feedback in evaluating communication and formulating continued communication.</p> <p>CAR © Bormann and Wright 2009, 2011</p>	<p>Implement Technological Requirements and Review Student Need for Training and/or Remediation</p> <p>Business Writing Fundamentals</p> <p>Gradual Release</p> <p>Differentiation/Modifications as necessary</p>	<p>Active Listening</p> <p>Discussion</p> <p>Consolidating Thought: Summarizing, Synthesizing, Inferring, Discussion Web</p> <p>Interest-Based Options/Student Process/Product Choice</p> <p>Close reading of text: Annotation</p> <p>Academic Vocabulary acquisition</p>	<p>Misconception Checks</p> <p>Index Card Summaries and Questions</p> <p>Visual Representation</p> <p>Written Responses Using Individual White Boards</p> <p>Exit Slips</p> <p>Additional selected strategies as determined by student readiness</p> <p>Strategies for Student Reflection  <a href="http://www.uvm.edu/~dewey/reflection_manual/starting.html">http://www.uvm.edu/~dewey/reflection_manual/starting.html</a></p> <p>Last Word and Discussion Starters (p.60)</p> <p>Last Word and Discussion Starters (p.77)</p>	<p>Anchor Text: Seitel’s <i>The Practice of Public Relations</i> 12<sup>th</sup> edition (Unit 2 covers text pages 48-166). Text provides structured support to Instructional Model with defined text features which reinforce key concepts and learning objectives of the course. Features should be used as regular components of gradual release model.</p> <p>Outside the Lines (textual features that expose off-line curiosities that make the practice of public relations such an interesting art form.) covered in Unit 2:</p> <p><i>“Profizzle of Lexicizzle” p.55;</i>  <i>“Winning Reputation” p.75;</i>  <i>“Losing Reputation”p.76;</i>  <i>“Cooking Gilbert’s Goose” p.90;</i>  <i>“Test Your Workplace Ethics” p.113;</i>  <i>“Defending a Dictator” p. 121;</i>  <i>“Criminal Attorneys—Literally”p.133;</i>  <i>“Figures and Faces—Lie” p.149</i></p> <p>PR Ethics Mini-Case (textual features which highlight the <b>ethical</b> challenges that public relations professionals face on a daily basis. <i>“The Name that Slimed an Industry” p.58;</i>  <i>“Occupy: Si, Changing Public Opinion: Not Exactly”p.73;</i>  <i>“A Publicity Tie Too Far”p.86;</i>  <i>The Sad Memoir of Scott McClellan” p.115;</i>  <i>“Fall from Grace” p.135;</i>  <i>“Sleep-Deprived Research” p.158</i></p>	<p><b>Teacher Questions for Self-Reflection</b></p> <p>(See Unit 1)</p> <p><a href="http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection">http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</a></p>
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<p>Discuss the phenomenon of public opinion, contemporary examples of it, the areas that impact it, and how it is formed.</p> <p>Discuss the idea of persuasion, its various theories, and how individuals are persuaded.</p> <p>Examine the idea of reputation, particularly corporate image, and how companies might enhance their reputation.</p> <p>Discuss public relations as a “management” function that serves the organization best when it reports to the CEO.</p> <p>Explore in detail the elements that constitute a public relations plan.</p> <p>Discuss public relations objectives, campaigns and budgets.</p>	<p>Do Now</p> <p>Anticipatory Set</p> <p>Direct Instruction</p> <p>Cooperative Learning</p> <p>Modeling</p> <p>Guided/Independent Practice</p> <p>Homework</p> <p>Wright 2009, 2011</p>	<p>Cooperative Learning-Small Groups</p> <p>Questions and Material Check</p> <p>Think Pair Share</p> <p>Oral Questioning</p> <p>Fishbowl</p>	<p>Last Word and Discussion Starters (p.100)</p>	<p>Case Study: current and relevant topics in the industry. <b><i>“Walmart’s Bribery Shutdown”p.61; “The Rise and Fall and Rise of Queen Martha”p.78; ‘Crushing the CrackBerry” p.101; “Doing the Right Thing by Making a “Hurd” Decision”p.122; “Amazon Shuts Free Speech Door on Pedophile Book” p.142; “Researching a Position for Alan Louis General” p.164</i></b></p> <p>Pick of Literature (the most current PR literature—invaluable for synthesis and research analysis citation)</p> <p><b><i>“The Power of Communication” p. 61; “The New York Times,nytimes.com, and The Wall Street Journal, wsj.com” p.78; “Reputation Management: The Key to Successful PR and Corporate Communication” p. 101;”Ethics in Public Relations, 2<sup>nd</sup> edition.” P.122; “Advertising and Public Relations Law, 2<sup>nd</sup> edition” p. 142; “Primer of Public Relations Research, 2<sup>nd</sup> edition” p.164</i></b></p>	
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<p>Compare and contrast the internal public relations department and the external public relations agency.</p> <p>Discuss the one aspect that should differentiate public relations from the law and other business pursuits—ethics.</p> <p>Explore ethics—or the lack thereof—in today’s business, government, media, and public relations cultures.</p> <p>Discuss the concept of corporate social responsibility.</p> <p>Reinforce the bedrock importance of public relations professionals “doing the right thing.”</p>	<p>Build Textual Acuity—Exposure to Course Specific Informational Texts. Texts to be determined by Unit 2 enduring understandings and essential questions; including but limited to:</p> <ul style="list-style-type: none"> <li>•Advertisements</li> <li>•Agendas</li> <li>•Autobiographies</li> <li>•Biographies</li> <li>•Company profiles</li> <li>•Correspondence</li> <li>•Essays /speeches</li> <li>•Feature articles</li> <li>•Government documents</li> <li>•Histories</li> <li>•Interviews</li> <li>•Journal articles</li> <li>•Legal Documents/ contracts</li> <li>•Magazine articles/ news articles</li> <li>•Memoirs</li> <li>•Editorial pieces</li> <li>•Political cartoons</li> <li>•Product specifications</li> <li>•Science investigations</li> <li>•Training manuals</li> </ul>	<p>Cause-Effect Organizer</p> <p>Concept/ Vocabulary Expansion LINK: List-Inquire-Note-Know</p> <p>Orchestrating Organization: Outline/Reverse Outline</p>	<p>Last Word and Discussion Starters (p.121)</p>	<p><b>Research Simulation Task</b></p> <ul style="list-style-type: none"> <li>•Utilize specific textual evidence to support conclusions drawn from text.</li> <li>•Integrate and evaluate content presented in diverse formats and media.</li> <li>•Assess credibility and accuracy of each source.</li> <li>•Analyze how two or more texts address similar themes.</li> <li>•Synthesize information to bolster one’s argument.</li> </ul>	
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<p>Discuss the relationship between public relations professionals and lawyers and the importance to public relations practitioners of understanding the law.</p> <p>Explore the First Amendment, from which free speech emerges.</p> <p>Discuss the various areas of the laws relevant to public relations professionals, including defamation, disclosure, insider trading, copyright and Internet law.</p> <p>Understand the new importance in the 21<sup>st</sup> century of litigation public relations.</p>		<p>Webbing/Clustering/Mapping</p> <p>Close Reading: Text Chunking</p> <p>Margin Notes</p> <p>Consolidated Thought: Summarizing-Synthesizing- Inferring-Discussion Clues</p>	<p>Last Word and Discussion Starters (p.141)</p>	<p>OWL at Purdue Online Writing Lab to support student writing</p> <p>Citation Machine (<a href="http://www.citationmachine.net">www.citationmachine.net</a>)</p>	
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<p>Discuss the importance of research as the essential first step in every public relations assignment.</p> <p>Explore research principles, types, and methods.</p> <p>Discuss the various research tools and evaluative techniques available for Internet research.</p> <p>Understand the importance of Web monitoring and tools available for Internet research.</p>			<p>Last Word and Discussion Starters (p.163)</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> <li>• <b>YouTube:</b> <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <b>TeacherTube:</b> <a href="http://www.teachertube.com">www.teachertube.com</a></li> <li>• <b>Google Docs/Drive:</b> <a href="https://drive.google.com/">https://drive.google.com/</a></li> <li>• <b>Facebook:</b> <a href="http://www.facebook.com">www.facebook.com</a></li> <li>• <b>Pinterest:</b> <a href="http://pinterest.com/">http://pinterest.com/</a></li> <li>• <b>Edmodo:</b> <a href="http://www.edmodo.com/">www.edmodo.com/</a></li> <li>• <b>Blogs:</b> <a href="http://www.blogger.com/">www.blogger.com/</a></li> <li>• <b>Cicero:</b> <a href="http://cicerohistory.com/">http://cicerohistory.com/</a></li> <li>• <b>Student Surveys:</b> <a href="http://www.polleverywhere.com">www.polleverywhere.com</a> or <a href="http://www.socrative.com">www.socrative.com</a>.</li> <li>• <b>Word Clouds:</b> <a href="http://www.wordle.net">www.wordle.net</a> or <a href="http://www.tagul.com">www.tagul.com</a>.</li> <li>• <b>Class Website:</b> <a href="http://www.weebly.com">www.weebly.com</a></li> <li>• <b>Online Q &amp; A:</b> <a href="http://www.quizlet.com">www.quizlet.com</a>, <a href="http://www.studyboost.com">www.studyboost.com</a>, or <a href="http://www.studyblue.com">www.studyblue.com</a></li> <li>• <b>Podcasts:</b> A multimedia digital file made available on the Internet for downloading to a portable media player, computer, etc.</li> <li>• <b>PowerPoint</b></li> </ul>	
<b>Summative Written Assessments</b>					
Unit 2 Reading Informational Text, Research Simulation Task					
<b>Summative Performance Assessment</b>					

