



## I. **COURSE DESCRIPTION:**

This course will provide students with an opportunity to examine the types and sources of research used to support public relations strategies and event plans. Students will learn how to use research to determine the best method of reaching stakeholders and how to develop a survey questionnaire. During the course, students will be involved in organizing a focus group based on in-class scenarios, developing key questions, interviewing focus group participants and evaluating responses. The course will show students how to conduct online and database research to support public relations and event plans. Students will learn how to use research to define audiences, segment publics and build credibility with internal and external stakeholders. The course will provide students with knowledge of various research techniques and examine case studies using qualitative and quantitative research.

## II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Conduct a focus group research project from planning to execution.

### Potential Elements of the Performance:

- Research and develop focus group objectives
- Prepare focus group interview questions
- Conduct interviews with focus group participants
- Evaluate the results of the focus group and draft a summary analysis and plan of action.

2. Identify a list of research resources including online databases

### Potential Elements of the Performance:

- Familiarity with the various research resources available in both electronic and hard copy versions
- Understanding of the role of quantitative and qualitative research in the planning process
- Ability to select the appropriate research resources based on project needs

3. Identify various research techniques used in PR and Event plans

### Potential Elements of the Performance:

- Understanding of primary and secondary research techniques
- Ability to integrate research findings into a PR and Event plan to support project objectives

- Knowledge of the role of research in building credibility with internal and external audiences.
4. Create and execute a public opinion survey
- Potential Elements of the Performance:
- Determine the content and deliverables for the survey.
  - Identify the audiences to be included in the survey.
  - Develop a public opinion questionnaire to support the plan objectives
  - Identify the most effective and/or efficient method of carrying out the survey.
  - Ability to execute a survey and analyze results.

### III. TOPICS:

1. Quantitative and qualitative research
2. Research resources and databases
3. Public Opinion surveys and techniques
4. Focus groups

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Public Relations-Strategies and Tactics 10<sup>th</sup> edition Wilson/Cameron, ISBN 13: 978-0-205-77088-5

Basics of Social Research: Qualitative and Quantitative Approaches 2<sup>nd</sup> edition Nueman/Robson, ISBN 978-0-205-76740-3

### V. EVALUATION PROCESS/GRADING SYSTEM:

- Mid-term and final exams valued at 25 % each
- Focus group assignment valued at 25 %
- Public opinion survey valued at 15 %
- Attendance and in-class participation 10 %

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

### 1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Plagiarism:

Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of March will be removed from placement and clinical activities due to

liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.