School of Library and Information Studies
University of Oklahoma

LIS 5253 Community Relations and Advocacy

Fall 2012
Online

Instructor: Dr. Kelvin L. White
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Graduate Assistant: Ms. Ann Marie Schneider (Ann.M.Schneider-1@ou.edu)

COURSE DESCRIPTION
G5253 Community Relations and Advocacy. Prerequisite: LIS 5023, LIS 5033. Examination of the communication process by which the library/information center personnel satisfy user needs and provide/transmit information about the program objectives and functions to develop public awareness and support. Involves as audiences: the users, the library/information center staff, general public, governance entities, political representatives, educational and service agencies, and professional organizations

INTERPRETATION OF COURSE DESCRIPTION
This class will examine the processes and procedures through which information professionals can effectively and efficiently communicate messages designed to develop public awareness and support for an information institution’s programs, services, and activities.

OBJECTIVES
By the end of the course, students should be able to:

- Identify characteristics of user groups in order to implement effective services and communication techniques;
- Determine information needs of various user groups and be able to utilize appropriate means for providing needed information;
- Identify approaches for developing, implementing, and evaluating a library/archival-related public information/public relations effort;
- Plan an effective public relations program for a specific archive, library, school library/media center, or any other type of information institution.

COURSE METHODOLOGY

Class Participation
Students are expected to contribute to the online learning environment through their active participation in discussion boards, chats, online meetings, activities, group projects, and individual assignments. In online group activities, individuals are responsible for expressing themselves and for finding appropriate ways to participate in and contribute to the goals and efforts of the group. Students are responsible for submitting assignments on time, participating
and contributing to discussion boards or chats, and any other activities assigned. As noted in the *OU SLIS Graduate Student Handbook*:

**Fundamentally, responsibility for education at the graduate level belongs to the individual student.** Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment.

**Reasonable accommodations**
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Office of Disability Services. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The Office of Disability Services on the Norman campus is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. On the OU-Tulsa campus, students should contact the OU-Tulsa Student Affairs located in Room 1C 53.

**Required texts**
There is no required textbook. A selection of texts will be available to students on Desire to Learn (D2L). Additional readings may be recommended during the semester and will be available on D2L.
Assignments and Grading:

There are two main categories of assignments for this course—individual assignments and group assignments. The purpose for this is to allow the greatest amount of flexibility in terms of student interests as well as examining community relations and advocacy at both the micro (project-oriented) and macro (institution-oriented) levels. Individual assignments focus on specific programs, campaigns, or projects at a targeted information institution chosen by each student. Group assignments focus on completing a community relations/marketing plan for a targeted information institution of the group’s choosing. Information institutions that are chosen for the group project cannot be a place of employment for any student assigned to the group. The instructor will assign students to groups.

Individual assignments will count towards 55% of your grade and the group assignments will make up 45% of your grade. Assignments will be graded using a simple point scheme. A total maximum of 100 points is possible for this class. The grades breakdown is shown below:

<table>
<thead>
<tr>
<th>Individual Assignments (IA) 55 pts. total</th>
<th>Group Assignments (GA) 45 pts. total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IA #1.</strong> Identify your target community and the information institution that will serve as your individual focus. For this assignment, complete the following activities:</td>
<td><strong>GA #1.</strong> Identify your target community and the information institution that will serve as your group’s focus. For this assignment, complete the following activities:</td>
</tr>
<tr>
<td>1. Identify your target community</td>
<td>1. Identify your target community that is underserved and explain why this community needs targeted outreach/advocacy.</td>
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<td>2. Identify your target information institution (individual, not for the group assignment). This cannot be the same as your group’s institution.</td>
<td>2. Identify your target information institution. This cannot be the same as your individual institution.</td>
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<tr>
<td>3. Establish communication with a contact person at your target institution</td>
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<td>4. Discuss the questions on page 4 of the text with your institution’s contact person</td>
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<tr>
<td>5. Identify and locate a media outlet (print and/or digital) that serves your focus institution’s service area or customer base (this is important for the IA #2)</td>
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<tr>
<td>Submission Format: Discussion Board</td>
<td>Submission Format: Discussion Board</td>
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<tr>
<td>Due date: Sep 6th 11:59PM</td>
<td>Due date: Sep 6th 11:59PM</td>
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<tr>
<td>10 points</td>
<td>0 points</td>
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<p>| <strong>IA #2.</strong> Describe and discuss (3-4 pages) an example of a promotion or campaign related to libraries, archives, or museums in which you participated that resulted in a change in YOUR behavior. If you have not participated in any recently, you will need to do so before completing this assignment. Questions to address include: who was the target audience, what was the message, what was your attitude before participating, how did your behavior change; what was the strong aspects of the campaign, what were the weak aspects, what made you decide to change your behavior. | <strong>GA #2.</strong> Submit a situation report/environment scan (2-3 pages) on your group’s targeted information institution. You may use the questions on p. 4 of the Wolfe text as a guide. Feel free to address anything else that you think is pertinent to include. |
| Submission Format: Drop Box | Submission Format: Drop Box |
| Due date: No later than Nov 1st 11:59PM | Due date: Sep 13th 11:59PM |
| 10 points | 0 points |</p>
<table>
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<tr>
<th>IA #3. Submit a 3-4-page analysis of a particular media outlet’s coverage of information-related topics during at least a one-month period. Include photocopies of articles or links to the articles published during the observation period in an appendix (this does not count towards the page count!).</th>
<th>GA #3. Submit Strengths, Weaknesses/Limitations, Opportunities, and Threats (SWOT) analysis on your group’s targeted information institution.</th>
</tr>
</thead>
</table>
| **Submission Format:** Drop Box  
**Due date:** Oct 18th 11:59PM  
**10 points** | **Submission Format:** Drop Box  
**Due date:** Oct 4th 11:59PM  
**5 points** |
| IA #4. Submit a timeline for a specific program of your own design to take place at your focus institution. Give specific details about the presenter, the topic and its relation to your institution’s collection. Include details on funding, promotion, catering, room arrangement, AV, and evaluation as appropriate. | GA #4. Submit draft of objectives and issues for group’s PR/advocacy plan of group’s targeted institution. |
| **Submission Format:** Drop Box  
**Due date:** Oct 25th 11:59PM  
**5 points** | **Submission Format:** Drop Box  
**Due date:** Oct 18th 11:59PM  
**5 points** |
| IA #5. Submit scripted response to a crisis. | GA #5. Submit draft outline of media plan for group project |
| **Submission Format:** Drop Box  
**Due date:** Nov 9th 11:59PM  
**10 points** | **Submission Format:** Drop Box  
**Due date:** Oct 25th 11:59PM  
**5 points** |
| IA #6. Post an annotated bibliography of 5 journal articles relating to community relations and advocacy (you may compile this throughout the semester) | GA#6. Group Project Presentations |
| **Submission Format:** Discussion Board  
**Due date:** No later than Nov 15th 11:59PM  
**10 points** | **Submission Format:** YouTube, PPT, other?  
**Due date:** Nov 29th 11:59PM  
**5 points**  
GA#7. Group Project Due!!!! |
|  | **Submission Format:** Drop Box  
**Due date:** Dec 6th 11:59PM  
**25 points** |
**In-Depth Group Project** – Students will work together (groups will be assigned) to research and design a complete, unified marketing plan for an information institution of their choosing. The finished project must include the following elements:

1. An Executive Summary;
2. An overview of the library’s Current Situation including its mission, funding source(s), organizational structure and the library’s place within it, administrative structure, staff, audience(s), budget, stakeholders, policies and procedures, and programs and services; *(GA#2)*
3. A SWOT Analysis (Strengths, Weakness, Opportunities, Threats) of the organization and its marketing efforts; *(GA#3)*
4. A media price list of advertising rates for newspaper, magazine, radio, outdoor advertising, movie screen, cable TV, and commercial TV outlets in the market;
5. A comparison of prices and services for 2 local printers;
6. Media contact information for press release and public service announcement (PSA) distribution;
7. A list of Objectives and Issues for the period covered by the plan; *(GA#4)*
8. A project budget not to exceed $1,700.
9. A media plan that includes student-produced products (a minimum of 3 products per group member) in any combination of the following elements *(for each element, identify objectives, target audience(s), production costs (including vendor information), marketing strategies, and evaluation methods) (GA#5)*:
   - 20-second radio PSA (mp3 or .wav format) with voice-over, royalty-free or original music, and/or sound effects
   - 30-second TV PSA (VHS or DVD) with royalty-free or original music and images in the form of a YouTube Video.
   - 3-dimensional display promoting a reading or library service theme (photos required, may submit up to 3 on different topics)
   - Advisory or cautionary signage
   - Advocacy communication to area legislator
   - Bookmark promoting a specific service, program, event, or theme (may submit up to 3 on different topics)
   - Brochure or flyer advertising a program, policy, or procedure (may submit up to 3 on different topics)
   - Bulletin board display on library- or reading-related theme (photos required, may submit up to 3 on different topics)
   - Catered event with program, design scheme, and menu
   - Contest (rules, procedures, and promotion)
   - Corporate logo
   - Co-sponsorship or participation in existing community activity
   - External newsletter
   - Grant application to an appropriate funding source for a special event, program, or promotional activity
   - Interior redesign of space for special audience or activity
   - Interior signage scheme (must include both service are designation and collection identification)
   - Internal newsletter
   - Invitation to special event or program
   - Library card sign-up activity
   - Library promotion in unexpected or unusual venue or media
   - List of library/archival/museum resources for a specific minority population
   - Media kit
   - Newspaper or magazine feature story with photo
   - Open House (include catering, promotion, and staff assignments)
   - Orientation event or document
   - Outdoor billboard design and specific media buy
   - Outline of presentation to community group
   - Outreach activity for an underserved audience
   - Performance or program with poster (may submit up to 3 on different topics)
PowerPoint presentation on related topic (10 slide minimum)
- Print ad (half-page)
- Promotional give-away item with imprint (must include vendor information, price, and design for imprint)
- Script for a 20-second radio PSA
- Script for a 30-second TV PSA
- Stationery design including letterhead, envelope, and business card
- Volunteer or Donor Recognition
- Website page (may submit up to 3 on different topics)
- Other (as approved by instructor);

10. An index that identifies the specific contributions and responsibilities of each group member for the final product.

11. A reflection about the process of online collaboration to complete a project.

12. A presentation or “pitch” of the Marketing Plan to the class, including screen shots or pictures of the materials and the institution for which the plan was written, and a presentation by each group member on one aspect of the plan.

- PowerPoint – Each group member creates a PowerPoint for his/her assigned component(s) of the project and records his/her presentation. One group member volunteers to compile all of the PowerPoints into one presentation and using Ispring Free (a free online tool that converts PowerPoint to Flash). Using Ispring to publish the presentation, all group members’ narration will be included. (Ispring is very user-friendly ©):

GRADES
“A” indicates evidence of superior organization, content, analysis, thought, and effort.
“B” indicates that the student has met the basic requirements of the assignment and that the work is complete and well presented without major flaws in reasoning or content.
“C” indicates substandard work and is a warning signal that the student needs to seek help from the instructor and/or try harder.
“D” indicates that some or all of the requirements have not been minimally met.
“F” indicates failure to meet minimal requirements. School of Library and Information Studies policy requires that any student receiving a grade of F be recommended for dismissal from the program.

Late Assignments:
Late assignments will not be accepted unless you have contacted the instructor prior to the class time when the assignment is due.

Class Schedule

Week 1 August 23: Course introduction/overview
- Introductions
- Course overview
- Self Assessment
- Group composition
- Target Library/Institution

Week 2 August 30: Changing environments: your need to find your way; basic components of community relations and advocacy
- Reading: Wolfe 3-8, 11-29

Week 3 September 6: Fundamentals of Community Relations and Advocacy
- Reading: Wolfe 31-55
Individual assignment (IA#1) due by 11:59PM  
Group assignment (GA#1) due by 11:59PM

**Week 4 September 13:** Developing a plan; exploring PR in different types of institutions; evaluating your PR program  
Reading: Reread Wolfe 43-54 if needed; Wolfe 55-74; Hackman 1-40; 127-134, 186-199;  
GA#2 due by 11:59PM

**Week 5 September 20:** Approaches to successful media relations (part 1): social media and blogging  
Reading: James and Wosh, 33-71

**Week 6 September 27:** Approaches to successful media relations (part 2): media outlets, press kits and news releases  
Reading: James and Wosh, 73-91

**Week 7 October 4:** Approaches to successful media relations (part 3): newsletters and visual materials  
Reading: James and Wosh, 93-147, 159  
GA#3 due (SWOT analysis)

**Week 8 October 11:** Creating print communications materials  
Reading: TBA

**Week 9 October 18:** Importance of environment in programming events; promoting your information institution through programs, special events, and exhibits  
Reading: Wolfe, 245-291  
IA#3 due by 11:59PM  
GA#4 due by 11:59PM

**Week 10 October 25:** Coping with communications during a crisis; evaluating your  
Reading: Wolfe, 293-298; Wolfe 67-74  
IA#4 due by 11:59PM  
GA#5 due by 11:59PM

**Week 11 November 1:** Group Project Work Time  
IA#2 due by 11:59PM (5pts)
Week 12 November 9: Group Project Work Time

IA#5 due by 11:59PM
  • Completed scripted crisis responses to specific scenario (TBA by instructor)

Week 13 November 15: Group Project Work Time

IA#6 due by 11:59PM

Week 14 November 22: Thanksgiving Break (no class)

Week 15 November 29: Group Presentations

GA#6 due by 11:59PM
  • Group Presentations!!!

Week 16 December 6: (GA#7) Final group projects due by 11:59PM!