



**London
South Bank
University**

EST 1892

Module Guide

PR, Propaganda & Persuasion

BBM_6_PRP

School of Business

Level 6

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1. MODULE DETAILS

Module Title	Public Relations, Propaganda & Persuasive Communications
Level	6
Reference No.	BBM_6_PRP
Credit Value	20 credit points
Credit Value:	20
Student Study Hours:	200
Contact Hours:	60
Private Study Hours:	140
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Year and Semester	2019 – 2020 Semester 2
Module co-ordinator	Dr. Meda Burghilea LRC Building 3 rd Floor burghelm@lsbu.ac.uk
Teaching Team & Contact Details	Dr. Meda Burghilea burghelm@lsbu.ac.uk LRC Building 3 rd Floor Dr Alexandra Muresan muresaa3@lsbu.ac.uk LRC Building 2 nd Floor Ms Ellie Abascal abascale@lsbu.ac.uk LRC Building 2 nd Floor
School/Division	School of Business, Division of Management, Marketing and People
Assessment - elements & weightings	100% Coursework (CW) CW1 – Individual presentation (video or poster) (50 %) CW2 – Individual Essay – 2000 words (50%)
External Examiner appointed for module:	Dr. Amandeep Takhar

2. SHORT DESCRIPTION

This module will provide students with a critical view of the major ideas informing persuasion and influence.

Students will be encouraged to construct and deconstruct persuasive communications using theory, research and by the application of critical thinking to real PR challenges. With a focus on both face to face & digital and social media channels the application of stakeholder management techniques and key concepts such as Excellence Theory will be explored through sector specific case studies & contact with practitioners working in disciplines such as public affairs, political PR and behaviour change campaigns

3. AIMS OF THE MODULE

This module aims to:

- Provide students with a theoretical and practical understanding of PR publics and how they might respond to communication
- Provide students with an understanding of theory and concepts in PR in a non-marketing context
- Develop student's appreciation of the role and application of digital and social media channels in persuasive communications
- Demonstrate the importance of critical thinking in responding to the creation of public relations content and messages.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding:

On completion of the module students will have developed:

- A1. An appreciation of the professional and ethical context for contemporary PR practice.
- A2. The ability to evaluate and make recommendations for the development of persuasive communications.

4.2 Intellectual Skills:

On completion of this module students will have developed:

- B1. The ability to critically discuss and evaluate the application of the theory and concepts of persuasive communication and engagement in a range of contexts

4.3 Practical Skills:

On completion of this module students will be able to

C1. Define and prioritise PR publics and messages based on evaluation of public opinion and debate and use this in planning & creating persuasive communications

4.4 Transferable Skills:

On completion of this module students will have developed:

D1. Persuasion and negotiation techniques, incorporating a range of appropriate written, oral and visual communication skills

5. ASSESSMENT OF THE MODULE

The module will be assessed by coursework only. There are two pieces of summative work with the following weighting:

- Coursework 1 (50%) – Individual Presentation (video or poster)
- Coursework 2 (50%) – Individual Essay – 2000 words – a choice of question based on the weekly topics and building on the group presentation.

Students are required to pass all components of the assessments to complete the unit. Students must obtain a minimum of 30% in each element of the summative assessment and 40% overall

5.1 Formative Assessment

Group presentation (Week 9 and Week 10)

- Compulsory preparatory work for the coursework (2) summative assessment - group presentations (maximum 4 students) based on academic writings on a given topic detailed in Appendix III of this Module Guide. Following group work on the chosen topic, students should develop their summative individual written essay based on a question on the same topic.
- The presentation should last 15 minutes (no more, no less). There will be a 5-minute question and answer session following each presentation. In groups of 4 students you will be allocated to present in week 9 or 10. You should choose your topic by week 4 (19th February 2020) and you will be given 4 weeks to work on your research.
- There is no set structure for the presentation – it is up to your group to decide how you wish to present your argument in response to the question. There is no set number of sources for your presentation. When you write your individual submission if you should add further relevant sources.

- The Students will submit their slides on Moodle individually and will receive formative feedback both informally within seminar and workshop sessions as well as formal responses to preliminary work for summative assessment to assist the individual write up of their summative individual essay

Please see the detailed topics in Appendix II

5.2 Summative Assessment

- **Coursework 1 (50%)** - Individual Presentation (video or poster). Deadline 13th May, 17:00 pm

Students will act as consultants and prepare a communication plan which tackles a challenge or opportunity for a chosen charity, government or not for profit organisation to include prioritised stakeholder mapping, and key messages with a rationale. Your campaign plan will be submitted as a 15-minute presentation using PowerPoint with audio or similar (eg. You Tube video).

What you need to do:

- Use the four-step campaign planning process (Cutlip et. al., 2009) to structure your work – please see Appendix 1 for more details.
- Choose a (real) not for profit, charitable or government organisation on which to base your plan – by week 5
- Identify a real opportunity or challenge and develop your own plan in response to this.
- Your presentation script should either be included as notes in the appropriate field in power point or you can upload a separate word document.
- If you have any problems because your file is large (over 50MB) you should send your work to the teaching team using www.WeTransfer.com. You will find our email addresses in the module guide. If you use WeTransfer - You MUST also upload an image of your WeTransfer receipt to Moodle as evidence of your submission

Please see the assessment marking criteria for Individual Presentation in Appendix II

- **Coursework 2 (50%)** – Individual Essay – 2000 words – Deadline 30th Apr, 17:00 pm.

A choice of question based on the weekly topics and building on the group presentation. Please see Appendix III for details about the topics that groups can choose.

Start with the reading for your topic on Moodle but bear in mind you will be expected to add to this - and that you get no marks for citing the lectures.

The aim is to consider the essay question and present different (critical) perspectives on the issues and draw some conclusions based on your research.

Please see the assessment marking criteria for Individual Essay in Appendix IV

Individual Essay Advice

Essay Basics

- Make sure that you are using a range of sources and don't rely too heavily on one text book
- You need to undertake in-depth independent research using secondary sources (books, textbooks, articles, reports, newspapers articles and other sources as appropriate and relevant) for your chosen topic
- Remember you need to use sources to support your points
- Don't use overly long quotes without explaining them
- Make sure you are referencing accurately using LSBU Harvard System
- Make sure your bibliography is accurate

Description vs Analysis

- Do not ramble on about everything you know - description with no analysis = 2.2 or third
- Description is 'a says this about topic x', or b and a disagree, as shown in this quote
- Analysis is 'a says this and b says that, however b's argument is stronger because of this relevant example, this idea, or that problem with a's argument
- Good analysis means you explain, show examples to support and come up with comparisons
- The best way to stay analytical is to make sure you have a good understanding of the topic - explain the position of the author and what this means to your overall argument.

6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader. General feedback, applying to all students will also be placed on the module VLE site within 15 working days.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

The module will set the context for public relations and explore a range of tools and techniques appropriate to contemporary public relations practice. Emphasis is on the development of skills through practical application of concepts as well as critical thinking about PR issues.

This module will touch on the following aspects:

- History & development of PR, Propaganda & Persuasion
- Communication models
- Identifying & prioritising publics
- Stakeholder mapping – understanding power & influence
- Systems theory, Excellence Theory
- PR & its role in a democracy – lobbying, influencing politicians, governments & policy
- Public Opinion & the public sphere
- Communications for behaviour change
- NGO & Charity Campaigning
- Ethics & professional practice in PR
- Persuasive writing techniques
- Rhetoric
- Practitioner perspectives - contact with practitioners working in disciplines such as public affairs, political PR and on behaviour change campaigns.

7.2 Overview of Types of Classes

Teaching will be through a combination of lectures, seminars and workshops. Exploration and the formulation of argument and engagement in debate (rhetorical skills) will be a feature of practical sessions.

The module will consist of a two-hour lecture and two-hour seminars. The lecture will be used to impart the content and theoretical concepts underpinning the discipline. The lecture will include exposition, demonstration and interaction with students. Visiting guest speakers will provide a practical and contemporary view on theoretical concepts, for example perspectives might be contributed by the public affairs practitioners from organizations such as Ketchum Pleon or national charities such as Oxfam.

Seminars will include case studies and other activities to set the tasks each week into a real-life context. Activities will include research, exploration and the formulation of argument, engagement in debate, and writing content related to the formative and summative assessments. Activities will follow on from the lecture topic to ensure students understand the practical application of the theories and concepts learned.

The module also uses a range of blended learning techniques via Moodle and other methods. These include supporting materials and activities.

7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to question relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions or texts and study them in advance of each seminar, in order to derive maximum benefit from seminar time.

7.4 Employability

Employability skills are embedded and developed in the teaching and learning of this module. These include team working, time management, written and oral presentation skills. In particular this module will develop specific knowledge and skills to enhance employment in public relations practice both in-house and agency side.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	Topics
1 – 29 th Jan	Introduction to the Module: What is Public Relations? Its history and development
2 - 5 th Feb	Communication & PR Publics
3 – 12 th Feb	Public relations campaigns
4 – 19 th Feb	Persuasive communication – 1 – media perspectives
5 – 26 th Feb	Persuasive communication – 2 – creating content
6 – 4 th March	Communication and organizations – managing reputation – on and offline
7 – 11 th March	Leadership and change communication, Ethics and professionalism
8 – 18 th March	Issues and Crisis Management
9 – 25 th March	Social marketing and communication for behaviour change
10 – 1 st April	Public Relations advocacy and democracy – Political PR, NGO and charity campaigning
EASTER BREAK	
11 – 29 th April	Public relations and ‘promotional culture’
12 – 6 th May	Revision
Essay Submission – 30th Apr, 17:00 pm Communications Plan Submission – 13th May, 17:00 pm	

9. LEARNING RESOURCES

A range of articles related to weekly topics will be uploaded to Moodle

Please also see the Moodle site for a link to the reading list online

Core Reading

- L'Etang, J., (2008) *Public relations: concepts, practice and critique*, SAGE, London, Los Angeles
- Maslen, A (2019) *Persuasive Copywriting: cut through the noise and communicate with impact*, Second Edition, KoganPage, London
- Tench R., Yeomans L., (2017) *Exploring public relations: global strategic communication*, Fourth Edition Harlow: Pearson Education.

Background Reading

- Botan, C.H. and Hazleton, V. eds., 2010. *Public relations theory II*. Routledge.
- Deane M & Borg E (2011) *Critical Thinking & Analysis*, Pearson
- Broom, G.M. and Sha, B.L., 2013. *Cutlip and Center's Effective Public Relations*. Pearson [Ch 5-8]
- Smith RD (2017) *Becoming a public relations writer*, Routledge, Oxon
- Seitel, F.P., (2017), *Practice of Public Relations*, The 13th Edition, Pearson.
- Wilcox, Dennis L. and Cameron, Glen T. (2012) *Public relations: strategies and tactics*. Boston, Ma [Ch9]

Optional Reading

- Cutlip, S.M., 2013. *The unseen power: Public relations: A history*. Routledge.
- Larson, N. & Adams, R. (2016) *Living in Spin: How Media Gurus and PR Czars Open our Wallets and Scramble our Logic*, Neven Media
- L'Etang, J., (2006) *Public relations: Critical debates and contemporary practice*. Routledge.
- Maslen, A (2015) *Persuasive Copywriting: Using Psychology to Engage, Influence and Sell* (Cambridge Marketing Handbooks)
- Milton, R. (2016) *The Ministry of Spin: How politicians became addicted to the power of PR*
- Sheldrake, Philip (2011) *The business of influence: reframing marketing and PR for the digital age*. The Atrium, Southern Gate, Chichester, West Sussex: Wiley.
- Aristotle, Rhetoric

Journals

- Journal of Public Relation Research
- International Journal of Strategic Communication
- Public Relation Review
- Corporate Communications: An International Journal
- Journal of Communication Management
- Prism
- European Journal of Communication
- Australian Journal of Communication

10. APPENDICES

Appendix I Public relations strategic planning process

Four-Step Process	Strategic Planning Steps and Campaign Outline
1. Defining the Problem	<p><u>The Problem, Concern or Opportunity</u> What's happening now?</p> <p>2. <u>Situation Analysis (Internal and External)</u> What positive and negative forces are operating? (SWOT analysis)? Who is involved and/or affected? How are they involved and/or affected?</p>
2. Planning and Campaigning	<p>3. <u>Campaign Aim</u> What is the desired situation? By when?</p> <p>4. <u>Strategy</u> What is the overall action and communication plan for achieving the campaign goal What is the budget available to implement the campaign?</p> <p>5. <u>Target Publics and Objectives</u> Who—internal and external—must the campaign respond to reach and affect? What must be achieved with each public in order to accomplish the campaign goal?</p>
3. Taking Action and Communicating	<p>6. <u>Action Tactics</u> What <u>changes</u> must be made to achieve outcomes stated in the objectives?</p> <p>7. <u>Communication Tactics</u> What <u>message content</u> must be communicated to achieve outcomes stated in the objectives? What <u>media</u> best deliver that content to the target publics?</p> <p>8. <u>Campaign Implementation Plans</u> Who will be responsible for implementing each of the action and communication tactics? What is the sequence of events and schedule?</p>
4. Evaluating the Campaign	<p>9. <u>Evaluation Plans</u> How will the outcomes specified in the campaign aims and objectives be measured?</p> <p>10. <u>Feedback and Campaign Adjustment</u> How will the results of the evaluations be reported to campaign managers and used to make campaign changes?</p>

(Source: Adapted from Chapters 11-14 in Glen M. Broom, *Cutlip and Center's Effective Public Relations*, 10th ed. (Upper Saddle River, NJ: Prentice-Hall, Inc., 2009), pp. 267–376)

Appendix II: Individual presentation (video or poster) marking criteria

Marking Criteria	Max grade	Your grade
Situation Analysis and Problem Statement Focused situation analysis and clear problem or opportunity statement for an appropriate organisation	25%	
Analysis and Critical Evaluation Evidence of analysis and critical evaluation of the situation facing the chosen organisation to produce clear objectives, strategy and identify target publics.	25%	
Linking Theory and Practice Linking theory and practice through the use of PR concepts to devise appropriate tactics and campaign evaluation, including use of supporting citation.	25%	
Presentation of a workable plan Evidence of creativity in the overall campaign approach Evidence of research through the presentation: <ul style="list-style-type: none"> • Number of referenced texts • Correct use of Harvard System • Theory referenced correctly • Full bibliography 	25%	
Overall comments		

Appendix III: Formative presentation and individual essay topics

Week 9 Q-1: Communication and organizations (reputation management)

"I don't believe paying an influencer to work with a brand is wrong. What is wrong is the lack of transparency about the influencer-brand relationship, meaning the audience doesn't understand the context in which the content has been created. (...) this lack of transparency compromises the long-term performance (and viability) of influencer marketing" (Dan Neale, managing director of Alfred).

In light of this statement critically discuss the organisational risks, from the perspective of the PR practitioner, of working with social media influencers drawing on academic research and suitable contemporary examples.

Week 9 Q-2: Communication and organizations (reputation management)

The roles of marketing and public relations overlap in the practice of partnering with social media influencers and this has evolved into the practice of influencer marketing. Karen Koslow, co-founder and managing partner of health and wellness influencer agency Wellness Amplified suggests that this is not without its challenges stating, "the issue for influencer marketing is that there is not enough strategy or discipline, and there's too much people-chasing,".

Critically discuss this idea of 'people-chasing' and its implications for an organisation's reputation. You should draw on academic and other research and provide suitable contemporary examples.

Week 9 Q-3: Issues & Crisis Management

Managing reputational crises online has become an increasingly important task for public relations professionals. The communication approach adopted by Alibaba chairman Jack Ma in 2013-14 using social media not only mitigated a crisis but also became a PR opportunity (Kim, Zhang & Zhang, 2016).

Critically discuss the communication challenges and opportunities of managing crises through social media when compared to traditional approaches. Use both PR concepts and real examples to illustrate your answer.

Week 9 Q-4: Issues & Crisis Management

Van Slyk Turk et al (2012) have suggested that 'Attitudes toward companies with CEOs present in immediate crisis response would be better than would attitudes toward companies without CEOs present.'

Critically discuss the idea that the CEO is the best person to respond to media during a crisis. Draw on PR concepts and real examples to illustrate your answer.

Week 10 Q-5: Social Marketing

A messaging strategy (...) requires the same deliberate process as channel selection. (...) This may require the (...) social marketer to experiment with various styles and voices of messages in order to find the best way to communicate with his/her target audiences and not get lost in the sea of competing messages and distractions faced in everyday life. (Key & Czaplewski, 2017).

Compare and contrast at least two approaches to developing behaviour change campaigns critically examining both theories and real examples.

Wekk 10 Q-6: Social Marketing

Critically discuss the role for research in the development of social marketing campaigns.

Week 10 Q-7: Corporate Social Responsibility, Ethics & Professionalism

Studies that have examined how public relations is depicted in the media have found consistent negative themes (White & Park, 2010), in addition the media too can be often takes a critical perspective on organisations CSR activities (Lunenbergh, et al., 2016).

Given this background discuss the notion that the lack of positive portrayal of PR practitioners and their work in film and the media contributes to public scepticism about the true purpose of corporate social responsibility programmes. Use examples to illustrate your discussion.

Week 10 Q-8: Corporate Social Responsibility, Ethics & Professionalism

Critically discuss the notion that corporate social responsibility (CSR) programmes are an underhand way of manipulating publics into supporting an organisation and as such are ethically unsound.

Appendix IV: Individual Essay marking criteria

Marking Criteria	Max Grade	Your Grade
<p>Overall presentation, structure, clarity and use of argument</p> <ul style="list-style-type: none"> • Introduction • Structure Given • Logical Flow • Balance between Theory & Application 	20%	
<p>Evidence of research exploring the PR theories and concepts applicable to the question</p> <ul style="list-style-type: none"> • Wide range and use of sources • Theory referenced correctly • Full Bibliography • Correct use of the LSBU Harvard System • Number of referenced texts • Use of Quality Academic Sources • Use of Journal articles 	30%	
<p>Critical analysis and debate of issues</p> <ul style="list-style-type: none"> • Has the question be critically debated and the related sources explored • Depth of coverage - Theory • Thoroughness of coverage • Research Filtered down to Content • Application & relevance • Overall effectiveness • Academic Rigour 	30%	
<p>Conclusions and response to the questions</p>	20%	