

**SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SCHOOL OF ENGLISH AND LIBERAL STUDIES
FACULTY OF TECHNOLOGY**

SUBJECT OUTLINE

SUBJECT TITLE: Public Relations Research Project
SUBJECT CODE: CCM 741
PROFESSOR: Janet Symmons
EMAIL: XXXXX
OFFICE LOCATION: School of Communication Arts. Room 2080 D
OFFICE HOURS: Wednesdays: 2:25 – 4:10
Thursdays: 12:35 – 2:20
Fridays: 12:35 – 1: 15
SEMESTER: Summer 2008
APPROVED BY: _____
Andrew Schmitz, Chair
School of English and General Education

SUBJECT DESCRIPTION

Students will apply the tools and methods of research acquired in CCM 747 to investigate, in depth, a specific aspect of public relations practice, such as the one outlined in the CCM 747 Research Proposal.

CREDIT STATUS

CCM 741 is an essential subject credit for all students in the Corporate Communications Program.

PREREQUISITES

Students must be registered in the Corporate Communications Program.

LEARNING OUTCOMES

Upon successful completion of this subject the student will be able to:

- Function as a member of an investigative team;
- Conduct public relations research from problem statement to finished report using quantitative or qualitative methods; and
- Exhibit a positive professional attitude as demonstrated by involvement (courtesy, attentiveness and substantial participation in team activities) and effective time

management (punctual attendance in class and completion of assigned tasks)

MODES OF EVALUATION

Assignments:

Professionalism	15%
Progress Reports	25%
Draft Research Report	20%
Final Research Report	30%
Presentation of Findings	10%

All students in a group receive the same grade for each assignment. In addition to completing all assignments, to be eligible to pass the course, each member of a team must evaluate his or her teammates individually and submit confidential, comprehensive evaluations (see attached evaluation form) to the professor with the Final Research Report. When evaluating whether a student has demonstrated success in meeting the Learning Outcomes of the subject, the professor will also take into account the Peer Evaluations. Individual students' final marks may be adjusted by up to two grades (PLUS or MINUS).

Research proposals must be approved by the professor before the research project begins.

Final reports must be written in APA style and have a professional appearance. Reports that do not strictly adhere to the APA style will not be accepted for marking. One grade will be deducted for every three typographical, grammatical, punctuation, stylistic or spelling errors. You must have an APA proof-reader review your report before submitting it to the professor. Be sure to allow approximately eight days turnaround for this review. Budget approximately \$150 for proofreading and submit a copy of the paid invoice with your report. Book your proof-reader several weeks in advance to ensure that he or she can meet your deadline.

What is required is a REPORT -- not an essay or thesis. The report should be comprised of a critical survey of the literature and research methods and findings, together with clearly drawn and well-supported conclusions. Students should indicate what values these findings have to current and future public relations practice.

One cerlox-bound, professionally presented copy of the report, with a clear plastic front cover, is to be presented to the professor in your assigned classroom at the beginning of the last class of the semester. Late reports will not be accepted.

Students are responsible for getting **all** information about arrangements and assignments given in the class. If you are absent, get this information from another student. **Be sure to work on the buddy system.**

This subject is an individual investigation or analysis of contemporary public relations practice. Your professor will supervise and guide you during the preparation of the project. Be sure all members of your group attend each appointment. Come to the meetings prepared -- a short agenda will ensure that you maximize your time. Your mark for Progress Reports will be determined largely by your systematic progress in research methods and in your work plan. This means you must meet your deadlines, and provide a professional, business-like presentation at

each meeting. If you are running into problems, bring a list of questions to the meetings.

Late Assignments:

Deadlines are extremely important in public relations practice. They are, therefore, extremely important in the Corporate Communications Program. Assignments must be submitted at the beginning of class on the day on which they are due. Professors are not permitted to accept assignments for marking after the class has started. Please do not ask them for an exemption.

All assignments are due at the beginning of class in your assigned classroom on the date specified. Written assignments must be done in APA style; one grade will be deducted for every three typographical, grammatical, punctuation, stylistic and spelling errors. **Late assignments will not be accepted after the due date.** Late assignments will receive a grade of 0% and students will not be able to submit an assignment after the due date. Accommodation will be made for deadlines missed due to exceptional circumstances, such as documented illness, requiring the care of a doctor, a death in the immediate family, or jury duty. **Only the program coordinator is permitted to grant an exemption. Please contact him promptly if you missed, or anticipate missing, a deadline.**

Make sure you complete your assignments well in advance. Discovering that your printer isn't working the day the assignment is due won't be considered an exceptional circumstance.

Re-write Policy:

Unlike the writing courses (CCM701 and CCM702), re-writes are not allowed in CCM741.

Work on the Buddy System:

Students are responsible for obtaining all the information about assignments, procedures, due dates, and additional requirements given in class. If you are absent, get the information from another student. Be sure to work on the buddy system.

Professionalism:

Students must also employ the highest degree of professionalism and ethics when doing their assignments in this subject.

Professionalism refers to the competence and ethical judgment that corporate communications professionals bring to their work. It is based on the principle that the first purpose of the corporate communications process is to uphold and strengthen the quality and integrity of the dialogue organizations engage in when they deal with their publics. This demands that aspiring and active practitioners bring top-quality technical skills and strong personal ethics to bear when they act in their professional capacities.

Professionalism, then, is as much about attitude as behaviour. In the classroom it is judged by punctuality, appearance, adherence to deadlines, involvement in the learning process, respectful behaviour, accuracy, honesty, a demonstrable commitment to improvement of skills and to advancing the profession, sound judgment when working with classmates, a sense that quality and integrity are the first consideration in the individual's approach to her or his work. What the faculty wants to know is whether you, the individual student, understand what the Corporate Communications process is really about. The process is in its infancy as professions

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go; it needs practitioners who are committed to helping it develop.

Due Date:

Assignments will not be accepted after the due date.

Presentational Aids/Audio Equipment:

Students are required to make their own arrangements for presentational aids or audio equipment. Prepare a back-up plan in case of non-delivery of equipment or equipment failure.

Required Text:

Gray, G. and Guppy, N. (2008) *Successful Surveys*. (4th ed.). Toronto: Thomson Nelson.

Resource Texts:

Abbey-Livingston, D., & Abbey, D.S. (1982). *Enjoying Research? A 'How to' Manual on Needs Assessment*. Toronto: Queen's Printer for Ontario. (Google this book)

Broom, G.D. and Dozier, D. M. (1990). *Using research in Public Relations*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Cutlip, M.S., Center, A.H. and Broom, G.M. (2000). *Effective Public Relations*. (8th Edition). Upper Saddle River, NJ: Prentice Hall, Inc.

Stacks, D. W. (2002). *Primer of Public Relations Research*. New York: The Guilford Press

Students should also refer to their copy of the CCM 747 subject outline for a list of helpful books.

MODES OF INSTRUCTION

Your professor will use a variety of appropriate teaching modes and techniques, such as the following: lecture, question and answer, tutorials, classroom discussion, group work, individual and/or group presentation, computer-aided instruction, consultation, etc.

PROMOTION POLICY

To be successful in this subject you must complete all course work as specified and achieve an overall grade of 65% or more on all assignments.

Grading Policy		GPA
A+	90%-100%	4.0
A	80%-89%	4.0
B+	75%- 79%	3.5
B	70%-74%	3.0
C+	65%-69%	2.5
C	60%-64%	2.0
D	55%-59%	1.0
F	0%-54%	0

Grading Criteria for CCM 741 Research Reports

<p>90 – 100 A+</p> <ul style="list-style-type: none"> • Exceptional writing in all respects • Contains original creative thoughts • Very well organized and expressed • Sound critical evaluation • Clear command of techniques and principles of the discipline • Publishable where applicable • Consistently exceeds expectations • High level of synthesis • New understandings • Extension of content • Adheres to APA style in all respects 	<p>80 – 89 A</p> <ul style="list-style-type: none"> • Very good writing • Well organized with few errors • Shows clear understanding of concepts and evidence of critical thought • Ability to differentiate and interpret relevant issues • Analytic treatment of content • Application of ideas • Synthesis: able to make connections among disparate details or ideas • Evaluation of ideas and contents • Manipulation and interpretation of data • Concepts and understandings grounded in real applications
<p>75 – 79 B+</p> <ul style="list-style-type: none"> • Good writing • Meets some of the above criteria • Shows basic competence in synthesis and critical thinking • Shows competent grasp of writing and reference styles • Adheres to proper references and grammatical styles • Logically organized 	<p>70 – 74 B</p> <ul style="list-style-type: none"> • Adequate writing • Constitutes baseline for PR writing • Shows comprehension of course content and pulls together information in a coherent, understandable fashion • Descriptive treatment of content • Identification of key elements • recognition of basic facts knowledge and recall • Retrieval of information • Grammatically correct writing • Little integration of concepts

Attendance & Participation:

Consistent attendance is important for success in this course. If you are absent from class, you are still responsible for the material and assignments and may be required to provide documentation.

Considerate classroom conduct, adequate class preparation, and participation will enhance your academic experience and that of your colleagues. In particular, you are asked to be prompt, courteous, responsible and collaborative.

STUDENT / FACULTY CONSULTATION

Please make an appointment to discuss subject material, as well as your progress in the course, with your professor during office hours.

CCM 741

LEARNING CENTRE

For free assistance in English, visit our Writing Centre and make an appointment with one of our tutors. Tutors can offer guidance and help you remedy writing problems, but will not proofread, or correct grammar, or alter content.

DROPPING A SUBJECT

There are two deadlines for dropping this subject. If you drop by Day 10 of the semester, the subject will not appear on your transcript. If you drop by the last drop date (see Student handbook), the subject will appear on your transcript with a grade of DNC. To drop, please notify your professor, complete a **“Timetable Change Form,”** have it signed by an English & Liberal Studies Coordinator, and deliver it to Registration by the deadline. Discuss any possible negative consequences of dropping the subject with the Coordinator.

ACADEMIC REGULATIONS

It is your responsibility as a student of Seneca College to be aware of and abide by the academic and behavioural policies outlined in the College Academic Policy and the Student Handbook. Here are some key policies:

CHEATING AND PLAGIARISM

Cheating and plagiarism are offences, which will not be tolerated. In addition to the penalties laid out in the College’s **Academic Policy**, it will result **in a mark of zero (0) for professionalism and a loss of two grades in the final mark for the subject in which it takes place.** Such offences occur when a student misrepresents his or her performance on any form of academic activity including but not limited to written assignments, lab experiments, group projects, tests or examinations. You are encouraged to read and become fully familiar with the section nine of the College’s Academic Policy.

For more information on Academic Honesty go to: <http://library.senecacollege.ca>

STUDENT APPEALS (Section 12 – Seneca College Academic Policy)

Students have the right to appeal academic decisions of the College. The procedures for informal and formal appeals are outlined in Academic Policy. If a student disagrees with the evaluation of an assignment or with a final grade, s/he must first discuss the matter with the professor in an attempt to resolve the disagreement. If the matter is not resolved, the student should discuss the problem with the Coordinator or the Chair of English and Liberal Studies. Students must keep all assignments (including drafts and outlines) and exercises until they receive their final grade. No appeal will be considered unless a complete file is submitted at the time of the appeal.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY AND PROTOCOLS

See the Student Handbook. Faculty and students are reminded that College correspondence should only be disseminated electronically through official College-provided e-mail. Alternate e-mail addresses, such as Yahoo mail or Hotmail mail, are not authenticable through Seneca.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY AND PROTOCOLS

See the Student Handbook. Faculty and students are reminded that College correspondence should only be disseminated electronically through official College-provided e-mail. Alternate e-mail addresses, such as Yahoo mail or Hotmail mail, are not authenticable through Seneca.

COPYRIGHT – See the Student handbook.

“It is illegal to photocopy textbooks and other copyrighted materials (e.g. graphics from a web site). Copyright information is available at <http://library.senecacollege.ca>

STUDENT RIGHTS AND RESPONSABILITES – See the student handbook.

DISCRIMINATION AND HARASSMENT – See the Student Handbook

All students and employees have the right to study and work in an environment that is free from discrimination and/or harassment. Language or activities that defeat this objective violate the College Policy on Discrimination/Harassment and shall not be tolerated. Information and assistance are available from the Resolution, Equity and Diversity Centre.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The college will provide reasonable accommodation for students with disabilities in order to promote academic success. If you require accommodation, contact the Counseling and Disabilities Services Office at ext. 2900 to initiate the process for documenting, assessing and implementing your individual accommodation needs.

Guidelines for Evaluating and Writing Qualitative Research

To understand qualitative research you must read the entire report. This is how you are able to identify with the investigators and understand how they have come to their conclusions. The process by which this occurs is important, and to understand this process you have to read the entire report from beginning to end. Similar to quantitative studies, there are certain questions that the reader should ask about the report to judge its quality.

This guideline will not only help you in school but also in the workplace when you are asked your opinion on a piece of qualitative research. Remember, this is how professional public relations practitioners, who work with other decision-makers, write and judge the merits of research.

Introduction (to the report/paper/article):

Questions you should ask when reading/critiquing or writing this section:

1. Is the focus, purpose, or topic of the report/paper stated clearly?
2. Does the researcher outline the situations or problems, which led to the focus of the report/paper? Does she outline the rationale for the study? Is the importance of the report/paper clear to the reader?
3. Does the researcher refine the research problem/question by describing her background research and theory?
4. Does the introduction to the report/paper contain an overview of the design of the research?

Methodology (described or used by the researcher in the report/paper/article):

Questions you should ask when reading/critiquing or writing this section:

1. Does the researcher describe the place(s) or site(s) where the research took place? Does the researcher mention whether the place(s) or site(s) are typical or unique for the respondent?
2. Does the researcher describe how he became interested in studying the respondent(s) and how he introduced himself to the respondent(s)?
3. How did the researcher explain his presence in the field to respondents? What was the role of the researcher?
4. Did the researcher explain who was observed? How long were they observed? How much time did the researcher spend collecting data?
5. Did the researcher report any limitations to access to pertinent data?
6. Are the data representative of naturally occurring behavior of the respondents?
7. Are any limitations of the research design acknowledged by the researcher?

Findings and Interpretations (outlined by the researcher in the report/paper/article)

Questions you should ask when reading/critiquing or writing this section:

1. Are the perspectives of the different respondents/participants clearly presented?
2. Does the researcher provide background information for respondents and or participant?
3. Does the researcher present more than one perspective?
4. Are the results well documented by the researcher? Are assertions and interpretations

illustrated by the researcher's results?

5. Is it clear that the researcher believes what she has been told (the data)? Are the researcher's personal beliefs kept separate from the data?
6. Are the researcher's interpretations reasonable? Did the researcher acknowledge her preconceptions and biases?

Conclusions (outlined by the researcher in the report/paper/article)

Questions you should ask when reading/critiquing or writing this section:

1. Are the researcher's conclusions logically consistent with his findings?
2. Are the limitations of the research design and focus clearly outlined by the researcher?
3. Are the implications of the researcher's findings adequately outlined?

Guidelines for Evaluating and Writing Quantitative Research

There is no agreed-upon method or approach to reading research articles or papers. Some readers begin with the conclusion, and others follow the written sequence. My experience suggests that a reader should begin with the abstract, and then scan the introduction, research problem, and conclusion sections. If, after reading these sections, you are still interested in the article or paper, you should start at the beginning and read the entire article or paper more carefully. Whenever reading research, you should keep in mind the practical or meaningful significance of the study. Research is significant if there are no serious weaknesses in the design and the differences obtained between groups or individuals are large enough to suggest changes in theory or practice.

Other questions should be kept in mind when reading research. While you need to become acquainted with the following considerations now, a full understanding and application of the questions will follow with increased experience and knowledge of the quantitative methodology. The following questions, organized according to each major section of a research article, constitute a guideline for evaluating and writing quantitative research.

This guideline will not only help you in school but also in the workplace when you are asked your opinion on a piece of quantitative research. Remember, this is how professional public relations practitioners, who work with other decision-makers, write and judge the merits of research.

Research Problem (of the research report/paper/article)

Questions you should ask when reading/critiquing or writing this section:

1. Has the researcher clearly and succinctly stated the research problem?
2. Is the problem sufficiently delineated so as to be amenable to investigation? Does the problem have sufficient practical value to warrant study?
3. Possibly with the exception of some descriptive research, is the problem stated in such a way that it expresses the relationship of two or more variables?
4. Has the researcher clearly outlined the rationale for the research problem? Has the researcher indicated that the problem has been studied before? If so, has the researcher explained why it should be studied again? Will the current study provide additional knowledge?

5. Has the researcher indicated that the anticipated findings will give rise to further hypotheses and so add to existing knowledge?

Review of Literature (in the report/paper/article)

Questions you should ask yourself when reading/critiquing or writing this section:

1. How adequately has the researcher surveyed the literature?
2. Does the researcher present pertinent material in the review or is it just filler material?
3. Does the researcher critically evaluate previous research finding and studies, or is the review only a summary of what is known without pointing out any possible deficiencies of previous research or alternative explanations for previous findings?
4. Does the researcher's review support the need for studying the problem?
5. Does the researcher's review develop and establish a theoretical framework for the problem?

Hypothesis or Questions (in the report/paper/article)

Questions you should ask yourself when reading/critiquing or writing this section:

1. Does the researcher advance any assumptions with respect to her hypothesis or questions? If she does, are they explicitly stated (they should be), or are they implied?
2. Are the researchers' hypotheses consistent with theory in the body of knowledge and known facts? Are the hypotheses testable? Do they provide a suggested answer to the stated research problem?
3. Are all the terms used by the researcher adequately defined in operational fashion?

Methodology (in the report/paper/article)

Questions you should ask yourself when reading/critiquing or writing this section:

1. Does the researcher describe the procedures, design and instruments used to gather the data with sufficient clarity so as to permit another research to replicate the study?
2. Did the researcher describe the total subject population fully? Did the researcher use the total population, or did he use a sample from it? If a sample is used, is it representative of the total population from which it was selected? Note: The method of sampling is very important.
3. Does the researcher present evidence about the validity and reliability of the instruments she used?
4. Did the researcher use a pretest? Did the researcher conduct a pilot study? If so why and are they described? What were the results? Was the problem or question or procedure changed as a result of the pretest or pilot study, and if so, was this modification justifiable or desirable in your opinion?
5. Has the researcher pointed out any obvious weaknesses in the overall design of the study in your opinion?

Results (in the report/paper/article)

Questions you should ask when reading/critiquing or writing this section:

1. In your opinion, are statistical techniques needed to analyze the data? If so, do you think

the most appropriate and meaningful statistical techniques were used?

2. Did the researcher present the results adequately? Are all the questions employed in the survey reprinted? Has the researcher used tables, figures and charts appropriately?

Discussion, Implications, Conclusions (in the report/paper/article)

Questions you should ask yourself when reading/critiquing or writing this section:

1. Do you think the researchers' conclusions and generalizations are consistent with the results (findings)? What are the implications of the findings? Has the researcher overgeneralized her findings?
2. Does the researcher discuss the limitations of her study?
3. Are there, in your opinion, any extraneous factors that might have affected the findings? Did the researcher consider them?
4. Did the researcher present conclusions consistent with the theory or known facts?
5. Did the researchers present and discuss the conclusions (both those relevant to the original hypothesis and any serendipitous findings) adequately?

PUBLIC RELATIONS

What is Public Relations?

Public Relations, as defined by the Canadian Public Relations Society, is the management function which evaluates public attitudes, identifies the policies and procedures of an organization or individual with the public interest, and plans and executes a program of action to earn public understanding, acceptance and support.

Public relations is, then, a strategic function of both profit-driven and non-profit organizations. Effective public relations also depends on the management skills of experienced public relations professionals, whose formal education includes studies in the fields of history, political science, economics, sociology, business and communication theory. The function is considered a management science in the U.S. and Europe where universities offer graduate management training, at the Master's and Doctorate level, in the subject.

The components of the public relations process are:

- **Research** (fact finding and public opinion surveys);
- **Action and planning** (setting strategies and objectives; program identification; budgets; and measurable outcomes);
- **Communication** (program execution); and
- **Evaluation** (public opinion surveys).

Good Performance + Effective Communications = Good Reputation

Of course, just the opposite holds true when senior management's decisions are perceived to be bad. A good reputation supports management by creating the latitude to make operating decisions, even unpopular ones, with the understanding and support of identified publics.

Public Relations Objectives

The objective of public relations managers is to establish and manage communication channels with employees and other identified publics, and to use those channels as effectively as possible to generate favourable attitudes to an organization's operations, goals and policies.

The objective, then, of public relations is to help senior management gain the support necessary to operate an organization successfully through a deliberate, planned and sustained communication effort.

Public Relations Activities

a) Research (fact finding):

Before any meaningful advice and counsel or communication can take place, it's necessary to determine, as accurately as possible, the facts of the situation by establishing public opinion benchmarks with which to measure future progress.

For instance, it is customary for public relations practitioners to identify all possible publics. A *public* is a group which can be affected by, and which can, in turn, affect the operating decisions of senior management. Generally speaking, an organization's publics could include all of the following:

- Employees;
- Customers;
- Media;
- Government regulators;
- Politicians;
- Competitors;
- Industry associations;
- Suppliers;
- Special interest groups;
- Shareholders;
- Financial institutions;
- Business community;
- Communities in which the organization is located;
- Educational institutions; and
- The general public.

Publics may operate locally, nationally or internationally.

b) Action and Planning

Having done the basic research to identify an organization's publics, their respective perceptions of an organization and its operational objectives, public relations professionals derive appropriate communication strategies, tactics, and objectives, policies and programs, and budgets to reinforce or change what an organization's publics think about it.

For instance, given the definition of *public relations* AND the definition of a *public*, public relations practitioners adopt some form of the following objectives:

1. Develop an accurate public perception (reputation) of an organization as:
 - a. A (regional, national, international) entity,
 - b. A member of a highly competitive industry,
 - c. A firm believer in high levels of integrity, achievement, quality and service,
 - d. A (privately-held, all Canadian) entity,
 - e. A good organization to do business with,
 - f. A responsible corporate citizen,
 - g. A believer in keeping its publics informed.
2. Secure better understanding among the organization's publics of the benefits of its operations in the localities in which it operates
3. Promote better understanding of the creative role of a reasonable rate of return on capital investment in contributing to a better life for employees and the public.
4. Establish better understanding of the organization's viewpoint on regulatory matters.
5. Build community confidence in and goodwill toward the organization, its operations, and its employees.
6. Inspire more employee participation in community and public affairs.

Practitioners have, in the past, relied on top management understanding of and support for the above-noted objectives without translating them into measurable outcomes or results. However, current practice demands that public relations managers demonstrate to top management a "what have we done for you lately" approach in planning communication strategies and programs. Consequently, practitioners use these objectives, or some form of them, to strike quantitative result statements for each objective undertaken so that they can measure the results of a communication program.

c) Communication

Given the facts of the organization's situation, the existence of publics, their demand for information, and management's desire for a positive reputation, public relations managers execute communication programs tailored to each public.

Elements of these programs may include media releases and conferences, financial reports, employee newsletters and videos, public affairs briefs, letters, branded special events, product publicity and personal contact.

Elements of these programs may include media releases and conferences, financial reports, employee newsletters and videos, public affairs briefs, letters, branded special events, product publicity and personal contact.

d) Evaluation

The results of public opinion surveys, conducted during periodic evaluations of public relations programming, become part of researching the situation, as it unfolds, and decisively contribute to future planning and communication.

And finally, one last observation: The following should be applied by a practitioner at both the organizational and individual level to achieve the integration of one's education, skills, and affect:

The Mission of Public Relations Practice and of the Practitioner:

The mission should be to establish the practice of public relations as a management function which evaluates public attitudes, identifies the policies and procedures of an organization or individual with the public interest, and plans and executes a program of action to earn public understanding acceptance and support.

The Strategy of Public Relations Practice and of the Practitioner:

The strategy of the public relations practitioner should be to create and maintain a democratic social, political, cultural and economic environment by communicating the anticipated benefits of an organization's mission to the wider community.

Class Schedule

WEEK:	TOPIC:
May 7	Introduction and housekeeping
May 14	Team meetings; problem statements due
May 21	Team meetings
May 28	Team meetings
June 4	Team meetings
June 11	Team meetings
June 18	Team progress presentations: Highlight the process, problems anticipated, effectiveness of research method(s) and preliminary results.
June 25	STUDY WEEK: No classes
July 2	Team meetings; draft research reports due
July 9	Team meetings
July 16	Team meetings
July 23	Team meetings
July 30	Team meetings
Aug. 6	Final Presentations; final reports and peer evaluations due

PAGE PRO PROOFREADING - TERMS AND CONDITIONS

To all Ryerson and Seneca students:

For research projects/reports, our terms are as follows:

- The hardcopy should be sent to **Mark's** mailing address (see bottom of page). Canada Post's XpressPost is a reliable, cost-effective method, which delivers next day within Southern Ontario and the GTA (at January 2008, the cost is \$9.00 for documents of up to about 120 pages).
- If there are time constraints, we can accept the project electronically, but there will be an extra charge for printing, as the paper must be printed for proofreading.
- **A cheque or money order is to accompany the hardcopy**, made out to Mark Poulin. The corrected copy cannot be returned until payment has been made. See fee schedule below.
- Your hardcopy will be marked up and returned to you via XpressPost.
- Turnaround time is usually 2-3 business days, though often sooner. We make every attempt to stay within students' deadlines but there are occasions when 5 or 6 papers arrive on the same day, in which case the turnaround may take a day or two longer. (A group's project will *never* be late due to overbooking on our part.)
- We will do the projects in the order in which they were booked. We would ask for your co-operation in emailing us to reserve a submission date and keeping us apprised of any changes in your projected date. That way, we can adjust our schedules accordingly. If we're not alerted to a later-than-anticipated arrival, we can't guarantee the turnaround time.

Fee Schedule

Fees listed below include GST and the cost of return courier or XpressPost:

- o **50 pgs. (or less) \$150.00**
- o **51-55 pgs. \$165.00**

- o 56-60 pgs. \$180.00
- o 61-65 pgs. \$195.00

If the page count is over 65, please contact us to discuss fees. Please note that a document's true page count assumes that typeface, page margins, and line spacing conform to APA standards (e.g., 12-pt Times New Roman, 1-inch (2.54 cm) margins, and double-line spacing throughout).

Please Mail Papers to the Following Address:

Mark Poulin / Page Pro

XXXXXXX

**SENECA COLLEGE
PEER EVALUATION FORM*
CCM 741**

*Please complete one form for each team member. You may use a separate sheet of paper to record your comments on each section. Insert the appraisal form and the sheets in an envelope, sign the **outside**, and return it by the due date to your professor.*

Team Member's Name: _____

Please rate your team member in each category using the five-point scale.

A. CREATIVITY/INITIATIVE:

1	2	3	4	5
Offered comments which were not pertinent to the discussion. Comments focussed on own area of interest.		Although willing to explore new ideas, limited success in including them in discussion.		Often suggested new ideas or creative solutions. Encouraged and built on the input and expertise of other team members.

COMMENTS:

B. FACILITATION:

1	2	3	4	5
Little sensitivity to the team's process or to team members' needs.		Occasionally attended to the process and others' needs.		Consistently aware And concerned with process and other's needs.

COMMENTS:

* Adapted from the University of Toronto, Department of Health *Team Contribution Appraisal Form* Fall 1995

C. TASK ORIENTATION:

1	2	3	4	5
Impeded the team's problem-solving activities through non-constructive comments and or behaviours.		Demonstrated use of some aspects of problem-solving in addressing the task.		Constantly used and understood approach solving the assigned task and/or problem.

COMMENTS:

D. ADVANCE PREPARATION:

1	2	3	4	5
Has not come to all team sessions with the advance work completed and prepared to work on the team task.		Demonstrated completion of the advance work prior to all sessions and attended all team sessions fully prepared to complete the team task.		Completed all advance work and consistently showed evidence of pursuing new ideas and information to assist in completing the team task.

COMMENTS:

E. Please rate your team member's overall contribution to the team.

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

COMMENTS:

TEAM CONTRACT

Preamble

The following team contract outlines the terms and conditions for all team work assignments in Public Relations Research Project (CCM 741).

Members of the team are (please print):

Together, the team will complete all the assignments over the semester as outlined in the subject syllabus for Public Relations Research Project, CCM 741.

Terms and Conditions

1. All team members must attend at least one team meeting per week, and all scheduled team meetings with the professor, unless excused by the professor. Depending on task due dates, additional meetings may be required.
2. All team members must arrive at team meetings at the designated time, prepared and organized, to use meeting time efficiently and effectively.
3. All team members must remain in timely communication with one another by email, telephone or both.
4. Any information or work that is handed in to the professor must be reviewed and initialed by each member of the team. It is a team member's responsibility to read this material in the time allotted.
5. Tasks will be delegated to team members and each task will be assigned a deadline. Only the direst of circumstances (death in the immediate family, illness requiring medical attention, or jury duty) will be acceptable if the work cannot be completed by deadline (see paragraph five of Conflict Resolution Procedures section).
6. If any internal conflict should arise, the team will attempt to self-mediate according to the Conflict Resolution section of this document; however, if needed, the team will ask the professor to mediate.
7. Each member of the team will assume a primary role and, if and when required, secondary roles to facilitate the completion of the assignment.
8. Team members are responsible and accountable for the quality and satisfactory completion of their tasks. Should problems arise, other team members must be apprised of them so that a mutually satisfactory solution can be worked out.
9. All team members agree to cooperate with their teammates to complete the assignment. This requires sensitivity to the processes and tasks of the assignment and to other team members.

10. Should a team member fail in his or her duties or tasks, or both, peer evaluations, with documentation, of the team member will reflect this behaviour.
11. All team members agree to share equally all costs related to this assignment. All receipts and reimbursement of costs will be due on the due date of the assignment. The team leader will be responsible for keeping a record of all costs and for paying reimbursements from a team petty cash fund.
12. Team members agree to conduct any research associated with this assignment in an ethical manner, to adhere to accepted standards of research methods and to document fully their primary and secondary sources.

Functions of Team Members

Team members have agreed to assume the following primary roles:

Team Leader:

Name: _____
 (Coordinates meeting times, task lists, and budget; corresponds with professor on behalf of team, and tasks as assigned)

Recording Secretary:

Name: _____
 (Keeps minutes of all meetings, draws up meeting agendas and tasks as assigned)

Writer:

Name: _____
 (Writes reports and tasks as assigned)

Editor/Proofreader:

Name: _____
 (Edits and proofreads; tasks as assigned)

Researcher(s)/Interviewer(s):

Name: _____
 (Carries out primary and secondary research; documents sources and tasks as assigned)

Team members agree that, in addition to the tasks associated with their primary roles, they may be assigned other tasks as increases in workload become apparent. For instance, presenter(s) will be identified closer to presentation dates.

Conflict Resolution Procedures

To resolve categories of disagreement and determine demerit points for infractions, all team members are directed to consult this section.

1. **Violations:** Where a team member believes a violation of the spirit of this contract has occurred, the team member will alert the transgressor to that violation. If the transgressor should deny the violation or continue the violation, the aggrieved team member will inform the Recording Secretary who will put the matter on the next meeting agenda. Both parties must be prepared to document their case at the meeting for the consideration of the whole team. The result of the team's discussion must be written up by the Recording Secretary and the facts of the situation, as presented by both parties to the team during the meeting, appended to the resolution, which will be forwarded to the professor at the next team meeting with him or her.
2. **Interpersonal Relations:** Unprofessional and inappropriate behaviour will not be tolerated. All team members are responsible for maintaining an atmosphere of civility, courtesy and politeness, towards each other when discussing differences of opinion and frustrations with the progress of work.
3. **Third Party Mediation:** The team agrees to resolve conflicts between individual members wherever feasible. All such cases must be documented and reported to the professor. When the team is unable to resolve a conflict; however, the team will ask the professor to mediate the dispute and render a binding decision.
4. **Amendments:** From time to time, it may be necessary to make amendments to this contract to take into account changing realities. Proposed amendments must be forwarded to the Recording Secretary who will forward the proposed amendment to all team members and place the matter on the next available meeting agenda for discussion. All final amendments must be attached to the master contract in written form and signed by all team members. All team members will be afforded the opportunity to comment, in writing, on amendments before they are adopted. A majority vote of team members will carry an amendment. In cases where the vote results in a draw, the team will ask the professor to mediate. The professor must be notified in writing of amendments.
5. **Peer Evaluations:** Where required by the professor, team members will complete confidential evaluations of their peers in the team and hand them in, under separate cover, with the final assignment to the professor. All evaluations will be fully documented for the professor and signed off by the team member being evaluated and the evaluator. To that end, each member will keep a log of his or her team experience and have access, through the Recording Secretary, to all dispute resolutions. Also, team members may set up a demerit point system, for unacceptable work and behaviour, subject to the approval of all team members and the professor, in an amendment to this contract to guide their final assessment of peers.

Signatures:

We the undersigned have read and understand the terms and conditions of this *Team Contract*, and agree to abide by it for the duration of the assignment:

Name

Date

Name

Date