

Course: ESM 375 [REDACTED] Crisis Communications and Leadership in Crisis

Instructor Information:

[REDACTED]

Phone: [REDACTED]

Email: [REDACTED] if emailing about course information, please put ESM 375 in Subject Line

Office Hours: [REDACTED]
[REDACTED]
[REDACTED]

General Course Description: This is an online course and will follow the format promulgated for such by the University. We will use, in no particular rank order: assigned readings, discussion, student selected readings, one exam, and a term paper or essay. The primary purpose of this course is for students to gain enhanced abilities to examine, understand, and, where applicable, respond to disasters from an informed, sociological, theoretical perspective. This is an interesting and thought - provoking course, using factual information and theoretical concepts.

Course Prerequisites: There are no formal prerequisites for this course. Students are expected to have sufficient research and writing competency, as well as sufficient academic and practical experiences.

Course Objectives:

Upon successful completion of this course, each student shall be able to:

1. Understand the nature of a crisis.
2. Understand impact of a crisis on individuals and how it effects communication.
3. Identify and describe tools for managing and communicating information in a crisis.
4. Explain the roles of the media.
5. Discuss and illustrate predictable patterns in media coverage of crisis.
6. Discuss techniques for planning media relationships and strategies for collaborating with the media for the benefit of the “whole community.”
7. Describe strategies for conducting an effective press conference.
8. Define and discuss characteristics of organizational decision making under crisis conditions.
9. Explain the functioning and typical staffing of an emergency operations center (EOC).
10. Define “groupthink” and explain its relevance to crisis decision making.
11. Describe the five dimensions of the meta-leadership framework.

Course Requirements:

1. Read all assigned materials.
2. Complete and submit assignments by due date/time.
3. Participate in online class discussions.
4. Take exam as scheduled.

Textbook:

[Redacted]

Required Reading:

[Redacted]

[Redacted]

[Redacted]

Recommended Reading:

[Redacted]

Course Expectations of Students:

Students are encouraged to seek application of material presented in class to the students' personal, professional, and academic environments. Students should observe real-world activities, watch media (news, documentaries, etc), read professional journal, and research texts and the Internet for information relevant to the topic of leadership and share this information in class.

This course will be covered over the next seven weeks. However, both the instructor and students must cover the same material that is normally covered in sixteen weeks in a traditional face-to-face course. Therefore, this course will be fast-paced. It is incumbent upon the student to ensure that he/she remains current with the course requirements. If the student encounters any problems or issues that affect his/her participation in the class, the student must notify the instructor of the problem or issue as soon as possible.

Because of the pace of the class, students should not schedule vacations or other activities that will interfere with their participation in the course. Students who experience difficulties with the pace of the course should consult the instructor to determine if the instructor can recommend resources or techniques that can assist the student. The instructor must ensure that all aspects of the course are covered within the course's timeframe. Therefore, the instructor cannot excuse a student from participating in any segment of the course. The instructor must ensure that all students are held to the same expectations and standards uniformly.

If a student determines that he/she cannot keep pace with the course or experiences a situation in which he/she will not be able to complete the course, the student should consider withdrawing from the course. Generally, the instructor does not issue an incomplete grade, or "I", simply because a student cannot keep pace with the class. In rare but exigent situations, such as a medical problem or a military deployment, the instructor may be able to issue an incomplete grade providing the student submits documentation of the situation and can complete the work in a reasonable in accordance with University procedures. The issuance of an incomplete grade is at the sole discretion of the instructor. The student must consult with the instructor regarding an incomplete grade rather than assuming he/she will automatically be granted such a grade.

If a student chooses to withdraw from the course, it is the student's responsibility to ensure that he/she follows the University's withdrawal process. If a student has questions regarding this process, he/she should contact the Registrar's Office. Students who receive financial aid, scholarships, or GI Bill assistance should understand that, if they withdraw from the course, the withdrawal may affect their assistance. Students should contact the Financial Aid Office with any questions regarding assistance.

Because the class is conducted online, students must ensure that their computer can handle the data transactions that occur in the online environment. This data will not only include the accessing of websites and posting of messages, but the submission of documents as attachments and the downloading of video files. Generally, computers that are less than two years old should be robust enough to work in the online learning environment. Students also need to ensure that their internet connection is fast enough to handle the transmitting and receiving of data. Most DSL, satellite, or similar connections should suffice. However, students who are using dial-up connections may experience difficulties. If a student only has a dial-up connection, they may wish to see if there is a local library with computers from which they may take the course. Another option is to have a notebook or

tablet computer with a Wi-Fi card and locate a “hot spot” where they can access the Internet. McDonald’s, Starbucks, and many other public venues are now offering Wi-Fi access.

In this course, students are expected to write an essay. This paper is to be written according to American Psychological Association (APA) style. If students are not familiar with the APA style, they are encouraged to obtain either the APA Publication Manual (6th Edition), *APA: The Easy Way*. Information on both textbooks is contained in this syllabus. It is not necessary for students to obtain these textbooks as there are a number of Internet sites, such as the Anderson University Library or the Purdue University Online Writing Lab (OWL), that provide information regarding APA style. Students are also expected to write their papers in Microsoft Word. Submitting assignments in PDF format is not acceptable. Students should ensure that they use at least the Microsoft Word 1997-2003 version. Papers submitted in other formats, such as WordPerfect, will not be accepted. There will be two opportunities to submit Time on Project (TOP) reports for the instructor to review draft versions of the essay and give advice and answer questions.

Course Assignments and Evaluation:

Examinations:

There will be a final examination in this course. The examination will cover the reading assignments, using essay questions in order to adequately evaluate your comprehension of the course materials. **The instructor will provide additional instructions regarding the examination on [REDACTED] of the course.**

Essay/Workbook Assignment:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Why We Write:

Probably no other student activity, other than public speaking, is loathed more by students than writing papers. Nevertheless, it is an important aspect of an emergency management and/or homeland security education at the university level for several reasons. Learning to write professionally is one of the hallmarks of a university education. The three hallmarks of a university education are scholarship, research, and publication.

In this class, you will perform these activities. The reading and comprehending of the course material along with the online discussions comprise the scholarship component. The preparation for writing your paper will that requires you to research and review academic

studies that relate to safety operations and responder survival will comprise the research component. Finally, writing your paper that synthesizes your research with your thoughts and arguments about a safety operations issue will comprise the publication component. The university has designed this course to ensure that you receive the full benefit of these activities as they contribute to your education and professional development.

Additionally, the profession(s) of emergency services management and/or homeland security requires extensive writing that demands that its professionals have good writing skills. First impressions are important, and for many emergency management and homeland security professionals their reports are frequently the first association others have with them that form the impression. If a student wishes to consider him- or herself a professional, he or she must write like a professional. Good writing skills will serve a student well throughout his or her career.

Student Discussion Boards:

There are five graded discussion boards on different topics during the term. There is an additional ungraded discussion during [REDACTED] for students to introduce themselves. Students are expected to read all chapters and participate in the discussion boards. The chapters are grouped together by week. There will be one discussion board per week that addresses issues related to the assigned chapters. Discussion topics are posted on [REDACTED] [REDACTED] By [REDACTED] the student must post his or her original post. The student must then post a minimum of at least one follow-up responses to two other students in the class posts before the end of the week, [REDACTED]. At that time, the discussion board disappears. Follow the following steps for the graded discussions:

Step 1 Read /view all content for the assigned week.

Summarize the what the Week's course material has to say about the assigned topic.

Step 2 Research

Determine what published authors have to say about the assigned topic. Locate at least one cited resource on the topic outside of the information in Canvas, and summarize your finding briefly [use the library to guide you].

Combine steps 1 and 2 in your response then move on to step 3.

Step 3 Give an application of what you have learned about researching the topic.

Step 4 Participation

Your participation in the discussion forum, including the following:

- Response to the discussion topic should be a minimum of 250 words complete with APA citation
- Respond to at least two other students' posts

I encourage students to first type their initial response to the topic in Word or some other word processing software. This process allows students to review and edit their information before it is posted. Also, occasionally there are glitches with Canvas. There are very few things more frustrating than to be at the end of a long post and have Canvas shut down on you before you can submit it. If you type it first in Word, you not only have it for reference, you can also save it and cut-and-paste the information into Canvas.

As previously indicated, the posts must be substantial enough to contribute to a robust discussion on a topic and contribute to the educational process. Students frequently ask how long the posts must be and I hate that question. The reason for that is because students tend to focus more on input (what is the minimum I have to do to complete the assignment) rather than output (what do I need to do to complete a quality assignment). However, I recognize that you need guidance. Therefore, your initial response to the discussion question must be, minimally, 250-words. Your follow-up response to at least two colleagues' must be substantial stating your agreement or disagreement with the other student(s) and justifying your position.

Finally, undoubtedly you will have some of your colleagues posting comments to your original post. You may feel free to respond to their comments. Indeed, I encourage you to do so. However, your responses to your colleague's responses to your original post (I hope this makes sense) do not count towards your postings to your colleagues' posts. If you have questions on this, please let me know.

Grading of the students' discussion responses includes following the above directions, properly formatted APA citation, and proper grammar.

Course Assignments and Evaluation:

The following displays how grades will be calculated.

Assessment Score

Discussion boards (5) - 20 points each 100

Essay/Workbook 100

Final Exam 100

Total Possible Points 300

Departmental Grading Scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 60%

Make-Up Work and Extra Credit:

Because of the pace of the class, make-up work is not permitted. Also, there will be no extra credit unless otherwise announced by the instructor.

Course Schedule

[REDACTED]

Week	Date	Topic	Assignment
1	[REDACTED]	[REDACTED]	[REDACTED]
2	[REDACTED]	[REDACTED]	[REDACTED]
3	[REDACTED]	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]	[REDACTED]

5. [Redacted]
6. [Redacted]
7. [Redacted]

* - Students who plan to graduate at the end of the semester must notify the instructor in advance as it may be necessary to allow these students to take the exam early to have grades submitted in time for graduation.

Course Policies:

1. Deadlines: This syllabus provides information on when assignments are due. Late work (more than one calendar day past due day) will result in a 5% deduction per day from your grade on the assignment.
2. Special Needs: Anderson University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to the Center for Student Success. All information is confidential. Please contact the Center for Student Success for more information at 864-231-2107 or the Student Center Building. You may also visit the center's website: <http://www.andersonuniversity.edu/success.aspx?id=2807> .
3. Academic Honesty: This course adheres to the Anderson University Academic Honest and Dishonesty Policy that is found on page 271 of the current *University Handbook*. In short, no form of cheating will be tolerated. Those violating the policy will be referred to the Academic Affairs.

In Conclusion:

Syllabus Changes: This syllabus assists the student by providing an overview of the essential aspects of the course. The contents of the syllabus are subject to change without notice. This syllabus is not a contract or other legally binding document

It is a privilege to serve as instructor for this course. The instructor recognizes that some participants may be more experienced with crisis management and communications than others. The instructor is responsible for helping participants understand the course text-book readings and the terminology, concepts and principles contained therein. Understanding is facilitated if participants keep the topic of the term paper in mind throughout. Contact the instructor if you have any questions or need additional information.