



UT PERMIAN BASIN

COMM 3342 001

Crisis Communication

Spring 2025 Session 001

Delivery Method: Face to Face

Instructor Information

Name: Carl Cates

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Phone: 4325522322

Office Location: MESA 4142

Office Hours: MTWR 12:30p to 2p and by appointment

Course Information

Class Location: Mesa Building 4147

Class Time: 02:00 PM

Schedule a Meeting

Contact your instructor to schedule a meeting.

Course Description

Provides study and practice of communication strategies involved in preparing for and responding to crises. While a wide range of crises are considered the course pays particular attention to corporate crises.

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Course Learning Outcomes (CLO)

SLO 1: Describe best practices of crisis response and failures in crisis response.

SLO 2: Examine one or more current events that may give rise to a crisis response.

SLO 3: Predict the effects of various types of crisis on a specific organization.

SLO 4: Develop a crisis response plan in collaboration with your peers in a simulated workplace environment.

SLO 5: Analyze stakeholders' needs and responses to crisis recognition and response activities.

SLO 6: Prioritize incoming information about an emerging crisis in order to implement your crisis response plan.

SLO 7: Create a series of public messages for appropriate media with little or no advance notice.

SLO 8: Discuss how you would evaluate the success of your crisis response over time.

Student Learning Outcomes

- SLO 1: Describe best practices of crisis response and failures in crisis response.
- SLO 2: Examine one or more current events that may give rise to a crisis response.
- SLO 3: Predict the effects of various types of crisis on a specific organization.
- SLO 4: Develop a crisis response plan in collaboration with your peers in a simulated workplace environment.
- SLO 5: Analyze stakeholders' needs and responses to crisis recognition and response activities.

- SLO 6: Prioritize incoming information about an emerging crisis in order to implement your crisis response plan.
- SLO 7: Create a series of public messages for appropriate media with little or no advance notice.
- SLO 8: Discuss how you would evaluate the success of your crisis response over time.

UTPB Bookstore

[Bookstore link](#)

This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Ongoing Crisis Communication

ISBN: 9781544331959

Authors: Coombs

Publisher: Sage Publications, Incorporated

Publication Date: 2019

Edition: 5th

Required or Recommended: Required

Faculty - This list reflects your selections in the Follett bookstore website.

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Assignments

Students who take this course will participate in the following course activities.

Syllabus quiz. To ensure that you are familiar with course policies and procedures, you must complete a syllabus quiz. The quiz is not graded, but you must earn a 90% or higher grade on the quiz to proceed to the course content.

Quizzes in this course will allow you to check your understanding of the reading material and may ask you to generate knowledge through analysis, synthesis, and application. (SLO 1)

Other in-class discussions and activities. The format of this course is built around in-class discussion. You are responsible for coming to class prepared to discuss and to apply what you have been reading, thinking about, and writing. (SLO 1, 2, 3)

Crisis Identification. Throughout Unit 1 you will write weekly memoranda that identify specific current events and an organization for which each might precipitate a crisis. Your memo should identify the organization's vulnerability to the event and explain the type of crisis that might emerge. (SLO 2, 3)

Crisis Planning. In Unit 2 you will write a memorandum in which you develop an appealing crisis frame that will provoke top management to respond effectively to a specific crisis. (SLO 5)

Case Studies. In week 9 and 11 you will write memoranda that describe and critique real organizations' crisis recognition and response activities. (SLO 5)

Crisis Response Plans. You will participate in a series of collaborative exercises with a group of classmates, all of which will contribute to the development of your group's crisis response plan. This plan will be prepared as a wiki, and you will work in teams designed to model a typical corporate environment in the United States. (SLO 4, 8)

Individual Crisis Response. During Week 14, your instructor will post the details of a crisis scenario for the class. Working as an individual, you will have 72 hours to respond and present a crisis communication strategy. In order to best model the appropriate behaviors, you will not know the specific requirements of the assignment in advance. The instructor will post the exercise to Canvas and will send an email to the class, and you will have 72 hours to respond. It is critical that you verify that you are receiving email sent in Canvas during the first week of class in order to fully participate in this exercise. (SLO 6, 7, 8)

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Course Activity	Points	Percentage of Total Grade
Syllabus	0	0
Quizzes	10	10
In-class discussions	10	10
Crisis reports	10	10
Crisis memo	15	15
Case studies	10	10
Group response plan	20	20
Individual response plan	25	25

Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described in the following table. Letter Grade Description A (93-100) Excellence in all rubric categories. Far exceeds the requirements of the assignment. A- (90-92) Excellence in nearly all rubric categories. Exceeds the requirements of the assignment. B+ (87-89) Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them. B (83-86) Excellence in some, but not all rubric categories. More than an adequate response to the assignment. B- (80-82) Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate. C+ (77-79) Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors. C (73-76) Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors. C- (70-72) Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors. D (60-69) A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment. F (50) Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors. No credit (0) Assignment was not submitted by the due date or was determine to violate academic integrity policies.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Amber Lucero, Director of Student Emergency and Accessibility Services

Address: 4901 E. University, Odessa, TX 79762

Student Activity Center (SAC) Room #200D

Voice Telephone: 432-552-4602

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

“Scholastic Dishonesty” is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. ([Utpb.campus.eab.com](https://utpb.campus.eab.com)) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course

content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Course Policies

Submission of Course Assignments

To earn credit for your course activities, you must submit them through the appropriate assignment drop boxes in Canvas. Keep in mind the following practices for submission of assignments: Submit all assignment files in .doc, .docx, or rich text format (.rtf). If you use a Mac, please save your files as .rtf as I cannot reliably open Pages files.

Any time you link to content on the open web (such as a YouTube video), include a working URL and a complete APA-style citation of those materials.

Always keep a copy of all the work you submit and a copy of the confirmation generated by Canvas. Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Assignment Make-Up/Late Submission Policy

Timeliness is one component of professionalism. Your learning and your classmates' learning depends on your timely participation. Because this is an advanced class in the major and because students are made aware of the due dates of all assignments well in advance, I will not accept work that is not turned in by the date and time noted in the syllabus. If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error. You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Class Participation

The seminar format of this course is built around in-class discussion. You are responsible for coming to class prepared to discuss what you have been reading, thinking about, and writing. You should also come prepared to do activities in class. Your attendance in person and your class participation will be noted as part of your course grade.

Instructor Absence

If your instructor is to be away from the course for more than 72 hours, you will receive an email in advance. I will always do my best to notify you via email or Canvas announcement if I will be away from any class meeting.

Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as he believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

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Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is face-to-face or online, and is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (time with the instructor) per week for a total of 16 weeks. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes each week in either a classroom or in Canvas, watching or listening to lectures and reading and posting to online discussions. In addition, the same student should expect 2-3 hours per week of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class. Your registration for this course obligates you to read all of the assigned materials as well as all of the public discussion materials. All students are expected to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments. If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

Method of Instruction

This class is intended to be delivered fully in person. However, if the public health situation so requires, UTPB may move to remote instruction using synchronous (scheduled remote meetings at a specific time) and/or asynchronous (independent work completed not at the same time) instructional methods. Your instructor will communicate the course plans with you and will let you know if and when remote delivery methods are to be used. Irrespective of the method of instruction used, to be able to participate in class, you must read all of the assigned readings before class. Dr. Carl Cates is

responsible for all instruction in the course. He will interact with you on the discussion boards and will grade those discussion boards and other assignments. Dr. Cates provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

Course Schedule

Date	Assignments/Activities/Topics	Due Date
Week 1 (J13)	Intro to course Crisis prevention	Syllabus acknowledgement 1/15; Coombs 1, Quiz
Week 2 (J20)	Crisis prevention	In-class activity on crisis identification
Week 3 (J27)	Chapter 2 and outside reading	Quiz, identification report 1
Week 4 (F3)	Chapter 3	Quiz, identification report 2
Week 5 (F10)	Chapter 4	Quiz, identification report 3
Week 6 (F17)	Chapter 5 and outside reading	Quiz, identification report 4
Week 7 (F24)	Chapter 6 and outside reading	Quiz, identification report 5
Week 8 (M3)	Group work	group paper draft due
Spring Break (M10)		
Week 9 (M17)	Outside reading	Group paper with edits due
Week 10 (M24)	Chapter 7 and outside reading	Quiz, case study put in class discussion for reading and comment
Week 11 (M31)	Complete case study reading and complete memo	Memos due
Week 12 (A7)	Chapter 8	Quiz
Week 13 (A14)	Individual crisis response exercise	Paper due
Week 14 (A21)	Epilogue, discussion of individual papers	
Week 15 (A28)	Exam review/ catch up if needed	
Final Exam	May 5 at 2:45p	

Class Schedule

Date	Name	Event Type	Points
	Please comment 1	Discussion	0
	Q1	Assignment	1
	Q2	Assignment	1
	Q3	Assignment	1
	Q7	Assignment	1
	Q8	Assignment	1
	Quiz 4	Assignment	1
1/17/25	syllabus acknowledgement	Assignment	0
1/31/25	Crisis Radar Report 1	Assignment	100
2/11/25	Crisis Radar Report 2	Assignment	100
2/16/25	Crisis Radar Report 3 - USE THE ORDER FOR THE END OF PRODUCTION FOR THE ONE-CENT COIN AS YOUR STARTING POINT.	Assignment	100
2/25/25	Radar 4 Texas based	Assignment	100
3/7/25	Quiz 5	Assignment	1
3/7/25	Quiz 6	Assignment	1
3/10/25	Crisis Communication Plan draft	Assignment	60

Date	Name	Event Type	Points
3/23/25	Crisis Response Plan revision	Assignment	100
4/3/25	Crisis Frame Memorandum	Assignment	100
4/19/25	Individual Crisis Response Assignment	Assignment	100
4/20/25	Post crisis eval	Assignment	20
5/1/25	Discussion/Work	Assignment	10
5/5/25	Final exam: Case study	Assignment	100