

Universidad de Puerto Rico
Recinto de Río Piedras
Facultad de Administración de Empresas
Departamento de Comunicación Empresarial

SYLLABUS

COURSE TITLE	:	Crisis Communication		
CODE	:	INCO 4102		
HOURS/CREDITS	:	45 hours / Three credits		
PREREQUISITES, COREQUISITES AND OTHERS REQUISITES:	:	None		
COURSE DESCRIPTION:				
Study of the planned and contingent crisis communication processes that links stakeholders before, during and after a crisis. Allows for discussing and problematizing the various crisis communication theories. Its case study approach enables students to apply these theories as epistemology, a way of knowing and thinking, and to devise communication strategies aiming at preparing for and reducing, limiting, and responding to crisis management issues. Face-to-face, online and hybrid course.				
LEARNING OBJECTIVES:				
Upon completion of the course, the student will be able to:				
<ol style="list-style-type: none"> 1. Explain the link between communication and theory. 2. Describe the various crisis communication theories. 3. Write a crisis communication plan. 4. Demonstrate how crisis communication can prevent, cause, accelerate, and assist in the recovery from a crisis event. 5. Apply practical crisis communication principles to a relevant crisis. 				
COURSE CONTENT AND DISTRIBUTION OF TIME:				
TOPIC	DISTRIBUTION OF TIME			
	Face to face	Hybrid	Online	
1. Course Overview	3 hours	2 hours	2 hours	2 hours

2 hours

a. Objectives, Content, and requirements.		(1 hour face to face and 2 hour online)	(1 hour in-class)
2. The importance of theories a. Crisis Communication: An overview .	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
3. Crisis Development Theory: Strategic Choices and Decisions .	4 hours	4 hours (1 hour face to face and 3 hours online)	4 hours
4. Communicating Warnings: Promoting Choices and Behaviors.	3 hours	3 hours (1 face to face and 2 hours online)	3 hours
5. Consequence Theories as Promoters of Change and Organizational Learning .	4 hours	4 hours (1 face to face and 3 hours online)	4 hours
6. Emergency Response Communication: Its Central Role in Crisis Functional and Instrumental Response.	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
7. Institutional Image Repair: Influence and Persuasion.	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
8. Crisis Communication Ethics	4 hours	4 hours (1 hour face to face and 3 hours online)	4 hours
9. The Outcome of a Crisis: Communication Challenges and Opportunities.	4 hours	4 hours (1 hour face to face and 3 hours online)	4 hours
10. Crisis Management by <i>Apologia</i> and Apology.	4 hours	4 hours (1 hour face to face and 3 hours online)	4 hours
11. Chaos and Resilience: Message Forms and Content.	2 hours	2 hours (1 hour face to face and 1 hour online)	2 hours
12. In class writing and testing.	8 contact hours	8 hours	8 hours

		(1 hour face to face and 7 hours online)	
Total contact hours	45 hours	45 hours (11.5 hours face to face = 25% and 33.5 hours online = 75%)	45 hours

TEXTBOOKS:

Fearn-Banks, Kathleen. (2017). *Crisis Communication: A Casebook Approach*. Routledge.

Zaremba, Alan J. (2015). *Crisis Communication: Theory and Practice*. Routledge.

INSTRUCTIONAL TECHNIQUES:

Face-to-face	Hybrid	Online
<ul style="list-style-type: none"> • Lectures • Group Work • Individual Tasks • Assessment Activities • Practical Exercises • Oral Presentations • Technology-based Research 	<ul style="list-style-type: none"> • Online instructional modules • Online reading of professional articles • Instructional Videos • Group Work • Individual Work • Assessment Activities • Practical Exercises • Oral Presentations • Asynchronous and Synchronous Videoconferences 	<ul style="list-style-type: none"> • Interactive instructional modules • Online reading of professional articles • Instructional Videos • Group Work • Individual Work • Assessment Activities • Practical Exercises • Oral Presentations • Asynchronous and Synchronous Videoconferences

MINIMUM AVAILABLE OR REQUIRED RESOURCES:

Resources	Face-to-face	Hybrid	Online
Account in an institutional learning platform (I.e. Moodle, MS Teams, etc.)	Institutional	Institutional	Institutional
Institutional e-mail account	Institutional	Institutional	Institutional

Computer with high internet speed or mobile device with Access to internet data	Student	Student	Student
Software applications: Word processor, spreadsheets, presentation editor	Student	Student	Student
Integrated or external speakers	NA	Student	Student
Web Camara or mobile device with camera and microphone	NA	Student	Student

EVALUATION TECHNIQUES:

Face-to-face	Hybrid	Online
<ul style="list-style-type: none"> Exams, quizzes, 20% Writing Exercises, 30% Final essay, 20% Class work, 30% 	<ul style="list-style-type: none"> Exams, quizzes, 20% Writing Exercises, 30% Final essay, 20% Class work, 30% 	<ul style="list-style-type: none"> Exams, quizzes, 10% Writing Exercises, 20% Final essay, 20% Forum participation, 30% Class work, 20%
Total: 100%	Total: 100%	Total: 100%

ACOMODO RAZONABLE:

La Universidad de Puerto Rico (UPR) reconoce el derecho que tienen los estudiantes con impedimentos a una educación post secundaria inclusiva, equitativa y comparable. Conforme a su política hacia los estudiantes con impedimentos, fundamentada en la legislación federal y estatal, todo estudiante cualificado con impedimentos, tiene derecho a la igual participación de aquellos servicios, programas y actividades que están disponibles de naturaleza física, mental o sensorial y que por ello se ha afectado, sustancialmente, una o más actividades principales de la vida como lo es su área de estudios post secundarios, tiene derecho a recibir acomodos o modificaciones razonables. De usted requerir acomodo o modificación razonable en este curso, debe notificarlo al profesor sobre el mismo, sin necesidad de divulgar su condición o diagnóstico. De manera simultánea, debe solicitar a la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) de la unidad o Recinto, en forma expedita, su necesidad de modificación o acomodo razonable.

INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que "la deshonestidad académica incluye, pero

no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido, a distancia y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

POLÍTICA Y PROCEDIMIENTO PARA EL MANEJO DE SITUACIONES DE DISCRIMEN POR SEXO O GÉNERO EN LA UNIVERSIDAD DE PUERTO RICO

La Universidad de Puerto Rico (Universidad), como institución educativa y centro laboral, tiene como norte proteger los derechos y ofrecer un ambiente seguro a todas las personas que interactúan con la institución, ya sean estudiantes, empleados, contratistas y/o visitantes (en adelante “personas concernidas”). En atención a ello, se promulga la presente Política por virtud de la Certificación 107, JG 2021-2022, con el fin de promover un ambiente de respeto a la diversidad y los derechos de los integrantes de la comunidad universitaria. Se establece el protocolo, para el manejo de situaciones relacionadas con las siguientes conductas prohibidas: discriminación por razón de sexo, género, o embarazo, hostigamiento sexual, violencia sexual, violencia doméstica, violencia en cita y acoso, (en adelante, «las conductas prohibidas»), en el ambiente de trabajo y estudio.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

Si se da una circunstancia inusual, de emergencia, que tal vez incluso impida la reunión con los estudiantes, no importa la modalidad, el profesorado se comunicará vía correo electrónico institucional para coordinar la continuidad del ofrecimiento de curso.

ESCALA DE CALIFICACIONES

A, B, C, D, F

REFERENCES:

Anderson-Melit, Lisa & Swapna Koshy. (2020). *Public Relations Crisis Communication*. Routledge.

Austin, L. L., & Jin, Y. (2017). *Social Media and Crisis Communication*. Taylor & Francis.

Benoit, W. L. (1997). Image repair discourse and crisis communication. *Public Relations Review*, 23(2), 177–186. [https://doi.org/10.1016/S0363-8111\(97\)90023-0](https://doi.org/10.1016/S0363-8111(97)90023-0)

Benoit, W. L. (1997). Image repair discourse and crisis communication. *Public Relations Review*, 23(2), 177–186. [https://doi.org/10.1016/S0363-8111\(97\)90023-0](https://doi.org/10.1016/S0363-8111(97)90023-0)

Claeys, A.-S., & Coombs, W. T. (n.d.). Organizational Crisis Communication: Suboptimal Crisis Response Selection Decisions and Behavioral Economics. *Communication Theory*. <https://doi.org/10.1093/ct/qtz002>

Coombs, W. T. (2007). Protecting Organization Reputations During a Crisis: The Development and Application of Situational Crisis Communication Theory. *Corporate Reputation Review*, 10(3), 163–176. <https://doi.org/10.1057/palgrave.crr.1550049>

Coombs, W. T., & Holladay, S. J. (2008). Comparing apology to equivalent crisis response strategies: Clarifying apology's role and value in crisis communication. *Public Relations Review*, 34(3), 252–257. <https://doi.org/10.1016/j.pubrev.2008.04.001>

Dulaney, E., & Gunn, R. (2018). Situational Crisis Communication Theory and the Use of Apologies in Five High-Profile Food-Poisoning Incidents. *Journal of the Indiana Academy of the Social Sciences*, 20(1). <https://digitalcommons.butler.edu/jiass/vol20/iss1/5>

Fatima Oliveira, M. de. (2013). Multicultural Environments and Their Challenges to Crisis Communication. *The Journal of Business Communication* (1973), 50(3), 253–277. <https://doi.org/10.1177/0021943613487070>

Fearn-Banks, K. (2016). *Crisis Communications: A Casebook Approach*. Routledge.

Frandsen, F., & Johansen, W. (2010). Apologizing in a globalizing world: Crisis communication and apologetic ethics. *Corporate Communications: An International Journal*, 15(4), 350–364. <https://doi.org/10.1108/13563281011085475>

Frandsen, F., & Johansen, W. (2016). *Organizational Crisis Communication: A Multivocal Approach*. SAGE.

Ham, C.-D., & Kim, J. (2019). The Role of CSR in Crises: Integration of Situational Crisis Communication Theory and the Persuasion Knowledge Model. *Journal of Business Ethics*, 158(2), 353–372. <https://doi.org/10.1007/s10551-017-3706-0>

Kriyantono, R., & McKenna, B. (2019). Crisis Response vs Crisis Cluster: A Test of Situational Crisis Communication Theory on Crisis with Two Crisis Clusters in

Indonesian Public Relations. *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(1), Article 1. <http://103.219.237.47/mjc/article/view/23446>

Liu, B. F., & Fraustino, J. D. (2014a). Beyond image repair: Suggestions for crisis communication theory development. *Public Relations Review*, 40(3), 543–546. <https://doi.org/10.1016/j.pubrev.2014.04.004>

Liu, B. F., & Fraustino, J. D. (2014b). Beyond image repair: Suggestions for crisis communication theory development. *Public Relations Review*, 40(3), 543–546. <https://doi.org/10.1016/j.pubrev.2014.04.004>

Ma, L., & Zhan, M. (Monica). (2016). Effects of attributed responsibility and response strategies on organizational reputation: A meta-analysis of situational crisis communication theory research. *Journal of Public Relations Research*, 28(2), 102–119. <https://doi.org/10.1080/1062726X.2016.1166367>

McDonald, L. M., Sparks, B., & Glendon, A. I. (2010). Stakeholder reactions to company crisis communication and causes. *Public Relations Review*, 36(3), 263–271. <https://doi.org/10.1016/j.pubrev.2010.04.004>

Roshan, M., Warren, M., & Carr, R. (2016). Understanding the use of social media by organizations for crisis communication. *Computers in Human Behavior*, 63, 350–361. <https://doi.org/10.1016/j.chb.2016.05.016>

Seeger, M. W. (2002). Chaos and crisis: Propositions for a general theory of crisis communication. *Public Relations Review*, 28(4), 329–337. [https://doi.org/10.1016/S0363-8111\(02\)00168-6](https://doi.org/10.1016/S0363-8111(02)00168-6)

Sellnow, T. L., & Seeger, M. W. (2013). *Theorizing Crisis Communication*. John Wiley & Sons.

Timothy Coombs, W., Frandsen, F., Holladay, S. J., & Johansen, W. (2010). Why a concern for apology and crisis communication? *Corporate Communications: An International Journal*, 15(4), 337–349. <https://doi.org/10.1108/13563281011085466>

Timothy Coombs, W., & Jean Holladay, S. (2014). How publics react to crisis communication efforts: Comparing crisis response reactions across sub-arenas. *Journal of Communication Management*, 18(1), 40–57. <https://doi.org/10.1108/JCOM-03-2013-0015>

Zaremba, A. J. (2014). *Crisis Communication: Theory and Practice*. Routledge.

Zhang, B., Kotkov, D., Veijalainen, J., & Semenov, A. (2016). Online Stakeholder Interaction of Some Airlines in the Light of Situational Crisis Communication Theory. In Y. K. Dwivedi, M. Mäntymäki, M. N. Ravishankar, M. Janssen, M. Clement, E. L. Slade, N. P. Rana, S. Al-Sharhan, & A. C. Simintiras (Eds.), *Social Media: The Good, the Bad, and the Ugly* (pp. 183–192). Springer International Publishing. https://doi.org/10.1007/978-3-319-45234-0_17

ELECTRONIC REFERENCES:

Arendt, C., LaFleche, M., & Limperopulos, M. A. (2017). A qualitative meta-analysis of apologia, image repair, and crisis communication: Implications for theory and practice. *Public Relations Review*, 43(3), 517–526.

<https://doi.org/10.1016/j.pubrev.2017.03.005>

Barbe, D., & Pennington-Gray, L. (2018). Using situational crisis communication theory to understand Orlando hotels' Twitter response to three crises in the summer of 2016. *Journal of Hospitality and Tourism Insights*, 1(3), 258–275.

<https://doi.org/10.1108/JHTI-02-2018-0009>

Claeys, A.-S., & Opgenhaffen, M. (2016). Why practitioners do (not) apply crisis communication theory in practice. *Journal of Public Relations Research*, 28(5–6), 232–247. <https://doi.org/10.1080/1062726X.2016.1261703>

Coombs, W. T. (2015). The value of communication during a crisis: Insights from strategic communication research. *Business Horizons*, 58(2), 141–148.

<https://doi.org/10.1016/j.bushor.2014.10.003>

Ferguson, D. P., Wallace, J. D., & Chandler, R. C. (2018). Hierarchical consistency of strategies in image repair theory: PR practitioners' perceptions of effective and preferred crisis communication strategies. *Journal of Public Relations Research*, 30(5–6), 251–272. <https://doi.org/10.1080/1062726X.2018.1545129>

Rensburg, A. van, Conradie, D. P., & Dondolo, H. B. (2017). The use of the situational crisis communication theory to study crisis response strategies at a university of technology. *Communitas*, 22, 62–74.

<https://doi.org/10.18820/24150525/Comm.v22.5>

Electronic Portals

3 *Most Effective Crisis Communication Strategies*. (n.d.). Retrieved August 12, 2020, from <https://online.purdue.edu/blog/communication/effective-crisis-communication-strategies>

Crisis Communication Resources. <https://www.prsa.org/about/crisis-communications-resources>

Crisis Management and Communication. <https://instituteforpr.org/crisis-management-and-communications/>

The Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/cite.html>.

The Writing Lab and The Owl at Purdue (2015). *APA Formatting and Style Guide*.
Purdue University.

Retrieved: <http://owl.english.purdue.edu/owl/resource/560/01/>

*Electronic references will be revised and updated continuously. Students are asked to bring in additional web sites they may find useful and related to class.

Nota

1. Las personas matriculadas en esta clase tienen el derecho a la inclusión, la equidad y a que se les llame por el nombre de su preferencia, independientemente de su género.

Revised: January 2024