

JOMC 232 – Public Relations Writing - Spring 2015

Instructor: Valerie “VK” Fields
Office: Carroll 229
Office Phone: (919) 962-2680
E-mail: vfields@email.unc.edu

Classroom: 268 Carroll Hall
Time: Sect. 004 T/Th 12:30-1:45 p.m.
Appts: Before & After Class or
By Appointment; T/Th 5-6 p.m.

Course Overview: This course is an applied writing skills laboratory and APPLIES service-learning class. We will cover major communication tools of the public relations trade, including PR plans, news releases, media advisories, communication audits, feature articles, speeches, pitch letters, fact sheets, public service announcements and more. *The skills of writing are learned by doing; you will have ample opportunities to learn and improve.*

Course Objectives: By the end of this course, students should be able to:

- **quickly produce** accurate professional written materials required in the public relations profession;
- **integrate strategy** into communication pieces to target appropriate/diverse audiences and media and to effectively advocate a cause;

(Because this course simulates the working conditions of most public relations firms...)

- **professionally present materials in various acceptable formats,**
- **meet strict and sometimes multiple deadlines,**
- **develop and establish client relations** through service learning,
- **work as part of a creative team,**
- **and develop a complete PR portfolio.**

Prerequisites: To take this course as an undergraduate, you must have successfully completed **JOMC 153: News Writing** and **JOMC 137: Principles of Advertising and Public Relations**. **NO EXCEPTIONS!**

Required Texts: *The PR Style Guide: Formats for Public Relations Practice* (3rd Edition), by Barbara Diggs-Brown; and *The Associated Press Stylebook*. All assigned readings should be completed before the appropriate class sessions for which they are assigned to generate class discussion and ensure you’re prepared to write. You should regularly read and watch local and national news broadcasts and follow top stories.

Recommended Texts: Webster’s *New World Dictionary*; Other materials, handouts or posts on **Sakai**.

Computer Supplies: All work should be saved to a flash/jump drive or disk; or to your H-drive and not to the hard drive (it gets dumped regularly). Murphy’s law is alive and well in computer labs, and snafus do occur. Save early and often – I cannot rescue or resurrect lost documents! If you’re on a class deadline and experience a computer malfunction, send the file to me via email prior to the deadline to avoid late penalties on the assignment.

Reference Materials: Use of reference materials to double-check accuracy is encouraged.

News Content: Keep up with current events by reading *The Daily Tar Heel*, Raleigh’s *The News & Observer* and by following other news sources, such as National Public Radio (91.5 FM). It’s important to know what’s going on in the world, and what issues your clients (today and in the future) face or will face.

Assignments and Deadlines: All writing assignments must be typed, correctly formatted and turned in on time. For outside assignments, late papers will receive a reduced grade unless you and I agree before the assignment is due that it can be late. Otherwise the assignment will receive an F. No assignment will be accepted if it is turned in more than 24 hours after its deadline. With an excused absence, you can turn in makeup assignments for exercises missed during a regular class period. You should email the instructor to request the assignment, which will be due at the beginning of the next class period. Makeup assignments not turned in within one week of the missed class, will receive a 0 grade.

Classroom Etiquette: No cell phones/texting during class; no food or beverages are allowed in the classroom/computer labs; **NO WARNINGS - automatic 10-point deduction from the current assignment.**

Outside Assignments and APPLES clients: As part of the APPLES Service-Learning Program, you will work in tandem with another class member with a local nonprofit client to produce communication pieces for them. APPLES coordinators have supplied a list of organizations with contact names that have requested help, from which you can choose for whom you would like to volunteer your services (See Sakai). You will be expected to do periodic check-ins on the APPLES experiences and meet with the instructor to discuss progress in your APPLES placement. Failure to do the check-ins will affect your grade. Due dates for client pieces you produce are on the attached week-by-week syllabus. At the end of the class, you should present your materials to your client that you worked with them to produce.

The APPLES experience is valuable in that it provides professional pieces for your portfolio and gives you experience in working in the nonprofit realm. Do not forget, however, that you are representing the University in general and the public relations sequence in particular in the community. **Professionalism is expected at all times.**

Sakai: I encourage you to use the Sakai Discussion Board feature to discuss client issues among your peers. This is an effective way to ask questions, find out who faces similar challenges/opportunities and share successes. Additionally, all other handouts are/will be posted on Sakai for your convenience. Please consult these materials to ensure you produce quality communication tools in this class.

Exams: Two exams (a midterm and a final) will be given. The midterm exam will be a 75-minute writing exercise. The final exam will be a 3-hour writing exercise that covers the full semester. Failure to show up for the midterm exam or to make prior arrangements to take it later will result in a grade of F. Failure to complete the final will result in an AB.

Course Grade Calculation: I will calculate your final course grade as follows:
(Since the University grading system does not calculate A+, an "A" final course grade requires a 96 or higher.)

In-class assignments	30%
Client assignments	30%
Midterm exam	15%
Final exam	15%
Participation (class/client)	10%

Grading scale:	A = 90-100	
	B = 80-89	(+/-, too)
	C = 70-79	
	D = 60-69	
	F = Below 60	

I follow the University's Grading Standards:

"A" students do not miss classes during the semester. They read and critically engage all the assigned textbook chapters and any optional readings on reserve before the material is covered in class. Written assignments and exams are not only complete but cover more than just the minimum requirements. The assignments exhibit proper style and format, are well organized, integrate strategic planning and targeting, and are written precisely and concisely. All materials are turned in on time or early, and all rewrite opportunities are used. These students keep up with current events.

"B" students miss one or two classes during the semester, but these are excused absences. They usually read the assigned textbook chapters and some of the optional readings on reserve in the library before the material is covered in class. Written assignments and exams usually exhibit proper style and formatting, integrate strategic planning and targeting, are well organized, and are written precisely and concisely. All materials are turned in on time, and all rewrite opportunities are used. These students tend to keep up with current events.

"C" students miss one or two classes during the semester, usually excused. They read the assigned textbook chapters and some of the optional readings on reserve in the library just before the material is covered on the exam. Written assignments and exams usually exhibit proper style and formatting, but they do not always integrate strategic planning and targeting and are not always well organized or written precisely and concisely. All materials are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss three or more classes during the semester and skim assigned readings. Written assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting and are often not well organized or written precisely and concisely. Materials are not always turned in on time, class participation is lacking, and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to come to class on a regular basis. They miss exams and written assignments, do not participate in class discussions, and fail to use rewrite opportunities.

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Honor and Campus Code: It is the responsibility of each student to abide by the UNC Honor Code, which prohibits **plagiarism**, lying, cheating or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity; and the Campus Code, which prohibits students from significantly impairing the welfare or educational opportunities of others in the University community. If you haven't read the code in a while, please revisit it!

Attendance: Regular, on-time class attendance is a student obligation, and a student is responsible for all work—including tests and written work—for all class meetings. It is your responsibility to request makeup assignments or class notes missed because of absence. No right or privilege exists that permits a student to be absent from any given number of class meetings. **Note:** In practical terms, one-third of your grade is based on in-class assignments, making regular class attendance vital. An unexcused absence will result in a 0 for that day's assignment.

Absences: You may make up work you missed because of an absence only upon documented proof of a reasonable excused absence. It is your responsibility to acquire class notes, missed assignments and turn in makeup work.

Special Note: If you have a condition requiring special assistance of any sort, please notify me as soon as possible so that I may help ensure your needs are met.

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The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

Specifically, J-232 PR Writing aligns with the following values of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and expects students to:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

NOTE: Please, come talk to me at any time if you have questions or concerns about the course. My objective for the course is to make it a positive learning experience, admittedly through your hard work. I am a resource available for your assistance—and want to see you succeed.

Guidelines for Grading of Assignments

See the next sheet, which is a modified version of the JOMC 153, “News Writing,” criteria, for how in-class and outside assignments will be graded. The following guidelines also apply.

In-class assignments:

- Ample time will be given in class to work on in-class assignments. You are expected to complete all assignments within the allotted time—as this is what’s required in the real PR profession. Good writers write; so you will be given plenty of opportunities to perfect your speed and writing skills.
- Don’t wait until the last moment to print your copy. Give yourself time to proofread. I will alert you when there are about 10 minutes remaining in class. EDIT, PROOF AND save, save, SAVE!
- Use the standard proofreading marks given in *The Associated Press Stylebook* for AP style quizzes and in-class editing assignments. NO HANDWRITTEN EDITS on assignments turned in to me.

Out-of-class assignments (mostly for client):

- Assignments are due at the **beginning** of class time. Late assignments (and, yes, that includes one minute late!) are docked 30 points. Assignments turned in more than 24 hours late automatically will be assigned a grade of 0.
- Assignments must be typewritten; assignments not typewritten will be docked 30 points. In the “real world,” computer glitches and printing problems happen but are not excused – the same is true in this classroom. Leave yourself plenty of time to cope with these problems and still make your deadline.
- Out-of-class assignments should be **picture perfect** when they are turned in. They may not be edited on hard copy. Obvious corrections, such as penned-in material, correction fluid, type-overs, etc., will be penalized 10 points each. NO HANDWRITTEN EDITS!

Rewrites:

- You may rewrite any assignment (in class or out of class) that receives a grade of 60 or lower. The rewrite is due no later than one week after you receive the assignment back, no later than the beginning of the class period. It is your responsibility to meet this deadline. The rewrite grade and the original grade will be averaged to determine your final grade for that assignment.
- You must FIRMLY attach the original work with your rewrite. If no original is attached, the rewrite will not be graded.
- Rewrites also will be subject to greater scrutiny. Any mistakes missed the first time will be deducted on the second read. Proofread your rewrites carefully!

Grading Criteria for All Assignments (Look familiar??)

There are two components to each of your grades: Strategy, which addresses appropriateness and accuracy of the content and approach; and technique, which addresses spelling, grammar, punctuation, AP style and other formatting issues. I average the two scores for each assignment.

I. Writing

- +5 for an exceptionally effective lead and supporting material
- +5 to +10 for exceptionally effective organization and treatment of material
- +2 for effective transition or introduction of material
- +2 to +10 for excellence in quality of information gathered and used
- +2 to +10 for excellence in determining targeting strategy
- 2 to -5 for ineffective or missing treatment of material, including, but not limited to, wordiness; use of jargon or clichés; inclusion of unnecessary or obvious information; redundancy; inappropriate choice or use of quoted material; incorrect word choice, including sexist language
- 5 to -10 for an ineffective lead that needs work or for lack of supporting material for lead
- 15 to -20 for missing the lead entirely or burying it
- 10 for failure to include contact information on pieces
- 10 for failure to include phone number, address, etc., of your organization or your client's organization

II. Mechanics

- 5 for each error or inconsistency in style
- 2 for excessively long or complicated sentences or paragraphs
- 5 for each spelling error (yes, typos are spelling errors)
- 5 for each punctuation error
- 5 for each grammatical error
- 10 for each minor factual error
- 50 for misspelling a proper name**, -10 for each subsequent misspelling of a proper name

III. Research/Gathering Information

- +/-5 to 10 for resource selection: quality and number of sources used; appropriateness of individual sources, including the level of expertise or authority involved
- +/-5 to 20 for thoroughness of material: existence of loose ends, holes, or unanswered questions; development of significant angles; inclusion of needed detail
- +/-5 to 15 for backgrounding; research necessary to make the work complete or to provide needed explanations
- +/-20 for handling of legal matters, such as libel, violation of legal right of privacy, and copyright violations
- +/-15 for addressing material to appropriate publics
- +/-15 for making the message or statement clear (i.e., a news peg; inclusion of key message)

Note: Many of these plus and minus points may be applied to the same story for recurring errors or for continual superior performance. Please note that MS Word SPELLCHECKER does not reliably catch spelling errors in ALL CAPS TXET. (See, it didn't catch that one). Please proof your work!

Service Learning and Client Portfolio

You will be asked to partner with a classmate(s) and serve as a communication consultant for a local nonprofit. You will prepare several communications pieces, some in tandem and others independently. This activity will allow you to gain experience in a nonprofit setting that is valuable both to you as a student and to the community of which you are a part. The class is designed to have you become a working member of the organization and to reflect on what that means to your educational experience as a public relations student.

Remember: You will work with a client who is eager to use your skills. You are the PR professional, and they are relying on your expertise. You will develop client contact skills, which are essential for professional development. Be sure to include this experience on your resume and include any clips in your portfolio.

Please spend time with your client going over your assignments. Your supervisor should know what to expect from you at the end of the semester – no surprises! Periodically, I will request feedback from you and the client. If you have questions or concerns, feel free to review the online APPLES tutorial or contact an APPLES service-learning specialist directly to make this a positive learning experience.

The Portfolio you turn in at the end of the semester should include:

1. An updated **resume** (including your service-learning work for this semester)
2. A 1-2 page **reflection essay** – How did this experience contribute to your education and preparation for the real world? What was the most valuable part of your service-learning experience? Most challenging? Least valuable? What recommendations would you make to the client regarding its public relations efforts?
3. **Final time sheet** – see: <http://www.unc.edu/apples/students/courses/index.html#Forms>
4. A **Communication Audit** (see Ch. 4) should provide an up-to-date overview of your nonprofit's communications activities, including background, issues, client survey, survey analysis, SWOT/situational analysis, product/service description, implementation methods, and evaluation strategies. Your report should be developed through discussions with people at your nonprofit and through an assessment of its current communication materials/vehicles. The report will run an average of 15-20 pages.
5. The **Print News Release** may be either a hard news release (1 to 2 pages) or a feature news release (3 to 4 pages). The topic of the release is up to you and the client.
6. The **Public Relations Plan** should reflect a comprehensive, multimedia strategy to secure additional positive positioning and media coverage for your client. The PR Plan should highlight a campaign period between 6 to 12 months.
7. Additionally, working with the client, prepare **pieces of the client's choice**. These pieces must total at least four points and must be cleared with me. Deadlines for turning in the additional pieces will be on your week-to-week syllabus. Suggestions for pieces and point values follow, but other ideas are welcome. Be creative and feel free to suggest other client-approved projects for consideration.

1 point

news release
PSA
letter to editor
media advisory
direct mail piece
pitch letter
flier
media list update
fact/info sheet
promotional letter

2 points

web page update
feature series
table-top display
newsletter design
backgrounder
media list from scratch
company or donor list
bulletin board display
PowerPoint with script
social media site(s) setup & updates

3 points

brochure (design
and text)
special event plan
promotional video
website, from scratch

OTHER IDEAS WELCOME!

J-232 PR Writing - Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments for the Day</u>
Jan. 8	Welcome and Introductions! Course overview. Portfolio intro, APPLES, course manual(s) overview	Course syllabus; re-introduce yourself to your <i>AP Stylebook</i> – you'll need it!
Jan. 13	PR Writing: History, Tools, Strategy Review APPLES client options.	Preface (<i>The PR Styleguide</i>)
Jan. 15	Basics: Releases, Advisories, Fact Sheets, etc.	Chpt. 11 (News Releases) Templates and Examples (Sakai)
Jan. 20	Communication Audit, planning, evaluation	Chpt. 4 (Communication Audits) APPLES; Communication Audit tips (Sakai)
Jan. 22	Style and Structure; The Big Picture <i>AP Style Quiz</i>	Discussion: Research, Planning & Media Relations AP Style (A Primer, Pg. 112) Punctuation R Us, Why grammar stinks (Sakai)
Jan. 27	Ethics and Law / PR Planning Process PRSA Member Code of Ethics (sign & turn in)	Discussion: Ethical & Legal Issues www.prsa.org/_About/ethics/index.asp?ident=eth1
Jan. 29	Public Relations Plans/Planning <i>Structure, Strategy, Media, Publics</i>	Appendix A – Public Communication Toolbox Pg. 204; Templates and examples (Sakai)
Feb. 3	Feature Writing: Telling Stories Media & Messaging	Chpt. 10 (Newsletters) Newsletters, Magazines & Features
***Service-learning agreement due – signed by you and client (<i>Keep copies for final portfolio</i>) Form at: http://www.unc.edu/apples/students/courses/index.html#Forms		
Feb. 5	Marketing Communication pieces (MarCom & Branding)	Chpt. 3 (Brochures) Brochures & Controlled Publications
Feb. 10	PR Campaigns	Team Presentations
Feb. 12	PR Tools and Resources Cision, PR Newswire, Vocus, etc.	Chpt. 7 (Media Lists & Media Databases) 'Beyond lists,' (Sakai)
Feb. 17	Digital Newsrooms & Press Kits Multimedia Messaging & Strategy	Chpt. 16 (Websites) Class Discussion on Media Management
*** Client assignment #1 due – Communication Audit and updated Time Sheet		
Feb. 19	Photo captions	'A picture is worth 1,000 words?' Photo caption tips (Sakai)
Feb. 24	Public Service Announcements (PSAs) Storyboards, Script Treatments	Chpt. 13 (Public Service Ads/Announcements) Writing for the Ear; Broadcast examples (Sakai)
Feb. 26	Broadcast releases; ANRs and VNRs	Chpts. 2, 15 (Audio/Video News Releases) Writing for the Ear; Broadcast examples (Sakai)
Mar. 3	Broadcast releases; ANRs and VNRs AP Style: Exam Review	Chpts. 2, 15 (Audio/Video News Releases) Writing for the Ear; Broadcast examples (Sakai)
Mar. 5	MIDTERM EXAM	Open book, open notes; PR Writing exercises

**Update to VK regarding client project before break is required! -- SUBMIT UPDATED, SIGNED TIME SHEET
SPRING BREAK STARTS 5 P.M. MAR. 6 – NO CLASS THROUGH SUNDAY, MAR. 15. Be safe and have fun!**

Class Schedule (cont'd)

<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments for the Day</u>
Mar. 17	PR Strategy and Media Relations Media Q&A / Client prep & coaching	Chpt. 8 (Media Tours) Discussion: Persuasion Strategies
Mar. 19	PR Strategy; Crisis Management Press Conferences	Discussion: Crisis Comm & Emergency Prep “Getting Your Message to the Media”
*** Client assignment #2 due – News Release and updated Time Sheet		
Mar. 24	OpEds and Letters to the Editor	Chpt. 12 (Opinion-Editorials) Letters to the Editor examples Op-Ed guidelines (Sakai)
Mar. 26	Advertising and Public Relations	Class Handouts
Mar. 31	Identity Packages & Portfolios	Graphic Design & Layout Discussion/Notes
April 2	Non-Profit/Social & Advocacy PR RFPs, Pitches and PR Proposals	Sample Campaigns (Sakai) Class Discussion
April 7	Speechwriting & Ghostwriting <i>Speech Delivery and Speech Cues</i>	Chpt. 14 (Speeches) Class Discussion & Notes
*** Client assignment #3 due – Public Relations Plan and updated Time Sheet		
April 9	Annual Reports & Social Responsibility Reports	Chpt. 1 (Annual Reports)
April 14	PR, Social Media & Social Networking	Chpt. 9 (New Media)
April 16	Direct Mail & Infomercials	Chpt. 5 (Direct Mail Campaigns) Direct Mail Templates and Guidelines (Sakai)
April 21	Portfolios, writing job cover letters	“Items to consider,” cover letters (Sakai); UNC Career Services Web page http://careers.unc.edu/yourjobsearch/resumes_letters/
April 23	Last day of class – PR Industry Q&A: reflect, review, reminisce, exam prep, class surveys and FINAL COPY OF CLIENT PORTFOLIO DUE (see Page 6 of syllabus for items to include)	
FRIDAY, MAY 1	FINAL EXAM – 12:00 Noon Carroll Hall, Room 268 <i>J-232 Sect. 004 (Meets weekly at 12:30 p.m. - T/Th)</i>	