



**Accrediting Council on Education in Journalism and Mass Communications** has developed a series of competencies students should demonstrate by the time of graduation:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>. No single course could possibly give you a solid grasp of 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:

- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which you work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate your 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 you work.

## **REQUIRED TEXTS AND OTHER INFORMATION:**

**Required Text:** Barbara Diggs-Brown, *The PR Style Guide: Formats for Public Relations Practice*; and *The Associated Press Stylebook*. I assign supplemental materials as well – see the syllabus and Sakai for details. All assigned readings should be completed before the appropriate class sessions for which they are assigned to generate discussion and ensure you're prepared to write. If necessary, I will conduct pop quizzes on text material.

**Computer Supplies:** All work should be saved to a thumb drive, laptop or your email 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 can't resurrect lost documents!

**Reference Materials:** Use of reference materials – dictionary, thesaurus, those kind of fun things – to double check accuracy is encouraged (in fact, I'm begging you!). These materials are available in the classroom and in the School's library.

**Sakai:** All PowerPoints and other handouts are/will be posted up on Sakai for your convenience – see the Resources link. Please consult these materials to ensure you produce quality communication tools in this class. This syllabus is also on/Sakai, and assignments will be posted in the Assignments folder (how original!).

## **ASSIGNMENTS AND GRADES:**

All writing assignments must be typed, double-spaced and turned in on time. For outside assignments, late papers (anything after 9:45 a.m.) 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.

**News Content:** Keep up with current events! 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. Makes you an effective practitioner!

**Outside Assignments and APPLES clients:** As part of the APPLES Service-Learning Program, you will work with a client organization to produce communication pieces for them. You will be expected to do periodic check-ins on the APPLES experiences and meet with the instructor to discuss progress. Failure to do the check-ins will affect your grade. At the end of the class, you will present your materials in a portfolio.

The APPLES experience is valuable in that it provides professional pieces for your portfolio and gives you experience in working in the professional realm. Although this is summer and your client is "internal," do not forget your professionalism!

### **Overview of grade breakdown and due dates:**

**Exams:** Two exams, a midterm and a final, will be given. The midterm exam will be a 90-minute in-class writing exercise. The final (take-home) exam will be a longer writing exercise that covers the full session. 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 F.

**Course Grade Calculation:** I will calculate your final grade as follows:

In-class assignments	30%	Grading scale:	A = 90-100	(-, too)
Technique Exercises	10%		B = 80-89	(+/-, too)
Portfolios	20%		C = 70-79	(+/-, too)
Midterm exam	15%		D = 60-69	(+/-, too)
Final exam	15%		F = below 60	
Participation (class/client)	10%			

### ***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; 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 and fail to use rewrite opportunities.

**Please note:** Students who earn less than a C-minus in the course will have to retake the class.

**Honor Code:** It is expected that each student in this class will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class.

If you haven't read the code in a while, please revisit it!

<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/Fall2012print.pdf>.

**Nondiscrimination Policy:** The University's policy on Equal Employment Opportunity and Nondiscrimination is available at <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>. In summary, UNC does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression, or disabilities.

**Harassment:** UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, [dos@unc.edu](mailto:dos@unc.edu) or 919.966.4042.

**Special Accommodations:** If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities visit the Department of Disability Services website at <http://disabilityservices.unc.edu> or call 919.962.8300. If you need assistance or services from the Academic Success Program for Students with LD/ADHD please contact them at 919-962-7227 or <http://www.unc.edu/asp/>

## **ATTENDANCE:**

**Attendance:** Regular, on-time class attendance your obligation, and you are responsible for all work, including tests and written work, for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. **Note:** In practical terms, almost 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 if an absence is pre-approved. It will be easier to obtain permission than forgiveness. That day's assignment will be available on Sakai at the beginning of class time and must be turned in to me by the end of the day that day, unless we make other arrangements.

**Pep Talk:** This class will at intervals be time consuming and difficult. Your first few assignments possibly will receive low grades, which can be discouraging. Realize that if you put forth the effort, your work should improve throughout the semester, and this improvement will be reflected in your grades. ***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 help, not an obstacle in your path.***

## 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 may not always complete the piece, however. Don't worry. If you have a good first three paragraphs, you have what is necessary to write the piece. Speed comes with practice. I only grade what you turn in.
- Don't wait until the last moment to print your copy. Give yourself time to proofread. 'Tis better to have quality work that's not yet complete than a completed assignment riddled with errors! I will alert you when there are about 10 minutes remaining in class. Save, save, save!
- For in-class assignments only, edit on your hard copy. Use the standard proofreading marks given in *The Associated Press Stylebook*. I must be able to read your changes!

### 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, typeovers, etc., will be penalized 10 points each.

### 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 two days after you receive the assignment back, no later than the beginning of that 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. Mistakes I missed the first time around I may catch 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 addresses appropriateness and accuracy of the content and approach; and technique 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.

## Service Learning and Client Portfolio

You may work individually or with other classmates on any aspects of client activities. It's your call, but it is imperative that you begin now to determine how you want to contribute.

**Remember:** Through service learning, you will develop client contact skills, which are essential for professional development. Be sure to write up this experience on your resume and include any communication items you produced/helped create in your portfolio. Much class time will be spent discussing these assignments, and more handouts will follow.

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

1. An updated **resume** (including your service-learning work for this summer session)
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?
3. **Final time sheet** – signed by you and the client. Must be at least 30 hours.
4. **Communication Audit.** More details will be provided in class and online.  
**Press Release.** More details will be provided in class and on Sakai.
6. **PR Plan or Additional PR piece.** This will be dependent on client needs. More details will be provided in class and on Sakai.
7. **Optional piece** – you must also do at least one optional piece for your portfolio. There are a lot of potential options for you to choose from, and several ideas follow. If you come up with another idea, please let me know! This is not a complete list!

- Collection of at least 4 testimonials
- Set of at least 2 video testimonials
- Fact sheet
- Additional press release

- Web content
- Flyer
- Targeted tweet series (at least 6)
- PSA

**Other ideas welcome!!**

## Class Schedule

(Note: This is a guide for the semester, subject to change. You will be notified of any modifications.)

<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments for the Day</u>
Aug 19	Welcome! Introductory writing exercise Review APPLES client options	Course syllabus (Sakai – Syllabus link); re-introduce yourself to your <i>AP Stylebook</i> – you’ll love it!
Aug 21	PR Writing: History, Tools, Strategy	AP Style-A Primer (textbook) <i>Punctuation R Us; Why grammar stinks</i> ; (Sakai); <b>***Submit APPLES client preferences by beginning of class***</b>

### Research and Planning

Aug 26	Client Assignments, Discussion	<b>***Technique Exercise 1 due at the beginning of class***</b>
Aug 28	Research and Communication Audits	Ch. 4, <i>Audit examples</i> (Sakai)
Sept 2	PR Plans/PR Basics	<i>Mastering AP Style, Templates and Examples</i> (Sakai)

### Writing for Media

Sept 4	News basics, advisories	pp.207-208; <i>Media advisory template, Advisory examples</i> (Sakai) <b>***Service-learning agreement due – signed by you and client (Keep copies for final portfolio)***</b>
Sept 9	News releases	Ch. 11; <i>Best practices; Common mistakes</i> ; News release Template, news release examples (Sakai)
Sept 11	More news releases	Ch. 7; Boilerplates, p. 205; <i>Why the press release is not dead; Managing legal edits, Examples</i> (Sakai)
Sept 16	Broadcast and streaming media	Ch. 2; <i>Writing for the Ear, Broadcasting style tips</i> , (Sakai)
Sept 18	More broadcast	Ch. 15; <i>Other readings</i> TBD (Sakai) <b>***Report in on client activities due (e-mail is fine) – what are you working on? What will you work on?***</b>
Sept 23	The editorial page	Ch. 12; Op-ed examples (Sakai) <b>***Technique Exercise #2 due at the beginning of class***</b>
Sept 25	The editorial page	Letter to the editor examples (Sakai)
Sept 30	Features	<i>Feature facts; Examples</i> (Sakai)
Oct 2	Media relations	Ch. 8; <i>Eight ground rules; Help a reporter out; Media catching brief sheet</i> (Sakai)



<u>Date</u>	<u>Topic</u>	<u>Readings and Assignments for the Day</u>
Oct 7	More media relations	Ch. 6; <i>Feature Pitch Tips, How to Pitch Editorials</i> (Sakai)
Oct 9	Incorporating visuals	<i>Digital PR tips for earned media: Use multimedia to tell the story; Photo cutline tips; Photo caption format; photo release form</i> (Sakai)
Oct 14	<b>MIDTERM EXAM</b>	<b>Open book, open notes</b>

<b>Fall Break – NO CLASS!</b>
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### Direct PR Outreach

Oct 21	Internet and social media	Ch. 9; <i>Return of the Twinkie; 14 social media predictions</i> (Sakai) <b>Find a PR-related blog that you'd like to critique for class</b>
Oct 23	More internet and social media	<i>Top 5 blogging mistakes; Best practices for blogging;</i> <b>***Report in on client activities due (e-mail is fine) – what are you working on? What will you work on?***</b>
Oct 28	Fact sheets/FAQs	<i>Facts R Us; How to write a great FAQ page</i> <b>***Technique Exercise #3 due at the beginning of class***</b>
Oct 30	Marketing Communications	Ch. 3; <i>Examples</i> (Sakai)
Nov 4	PSAs	Ch. 13; <i>PSA examples, PSA-ALS at Superbowl</i> (Sakai)
Nov 11	Direct mail letters	Ch. 5; <i>BP Letter, CWS e-letter; Direct email appeals</i>
Nov 13	Speeches	Ch. 14; <i>Worst.Speech. Ever-Essential don'ts for speechwriters</i> (Sakai)

### Strategy

Nov 18	PR Strategy	Readings TBD <b>**Final Report in on client activities due (e-mail is fine) – what are you working on? What will you work on?***</b>
Nov 20	Portfolios, writing job cover letters	<i>15 top tips for a successful PR career; 4 reasons you need an Online portfolio; Congratulations PR graduate; Items for Portfolio; Job interview cheat sheet; resume summaries; UNC Career Services Web page- letters</i> (Sakai) <b>***Optional Technique Exercise #4 due at the beginning of class***</b>
Nov 25	No Class	Work on your portfolios.

## Thanksgiving Break!

Dec 2	Last Day of Class	Questions about AP Style, general PR questions, clarifications about any course topics for final
		...(drumroll)... <b>portfolios!</b> Provide me with a link to your <b>online portfolio</b> by <b><u>11:59 p.m.</u></b>
Dec 8	<b>Take-home exams</b> posted on Sakai at <b><u>8 a.m.</u></b>	
Dec 9	<b>Take-home exam</b> due by <b><u>11 a.m.</u></b>	