

MEJO 332.3–Public Relations Writing – Fall 2021

Instructor:

Marshéle Carter

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Time: T/Th
2-3:15 p.m. EST

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Zoom Room:
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Meeting ID:
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Course Overview

This course is an applied writing skills laboratory and a service-learning class. We will cover major communication tools of the public relations trade for multiple platforms, including news releases for print and broadcast, content for digital media, strategic feature pitches, speech writing, fact sheets, media advisories, public service announcements, direct mail and more. ***The skills of writing are learned by doing. You will have ample opportunities to learn by writing every day and by studying my edits of your work.***

Course Objectives

By the end of the course, students should be able to

- **quickly produce** any of the basic, professional, written materials required in the public relations profession;
- **integrate strategy** into communication pieces to target appropriate/diverse audiences and media and to advocate effectively for a cause;
- **learn to present material professionally**, and
- **develop a personal, pre-professional public relations portfolio.**

Prerequisites: To enroll in this course as an undergraduate student, you must have successfully completed **MEJO 153: Writing and Reporting** and **MEJO 137: Principles of Advertising and Public Relations**. No exceptions.

Required Text: Barbara Diggs-Brown's *The PR Style Guide: Formats for Public Relations Practice (Third Edition)* and *The Associated Press Stylebook (newest edition)*. I assign supplemental materials as well – see the syllabus and Sakai (assignments and/or resources) 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 and lecture materials.

Computer Supplies: Bring your laptop to class. All work should be saved to an external drive, your own laptop or your email and not to the lab desktop 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!

Phones (calls and texts) and all social networking activity on any device will not be tolerated in class unless the platform is part of the day's lesson plan. You will receive only ONE warning. Any following incident will result in 30 points lost for the day's assignment. Please silence your phones and close all social media before class begins.

Reference Materials: Use of reference materials – dictionary, thesaurus to double-check accuracy—is encouraged. These materials are available in the classroom and in the Park Library.

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. This makes you a more effective practitioner!

Assignments and Deadlines: All writing assignments must be typed, double-spaced (unless format specs require otherwise) and turned in on time. Late papers will receive a reduced grade **unless you and I agree before the assignment is due** that it can be late. No assignment will be accepted if it is turned in more than 24 hours after its deadline without prior notice by you and confirmation by me.

Outside Assignments and APPLES clients: As part of the APPLES Service-Learning Program, you will work with a client organization as a team member to produce communication pieces. You will be expected to discuss your APPLES deliverables and client relations in class with the instructor. Failure to provide updates will affect your grade. At the end of the class, you will present your materials in an online portfolio. The APPLES experience is valuable in that it provides professional pieces for your portfolio and gives you experience in client relations in the pre-professional realm.

Sakai: All recorded lectures, slides and other handouts are/will be posted on Sakai for your convenience. Please see the Resources link. Please consult these materials to ensure that you produce quality communication tools in this class. This syllabus is also filed under the Syllabus tab, and assignments will be posted in the Assignments folder.

Exams: You will have two exams – a midterm and a final. The midterm exam will be a 75-minute writing exercise. The final exam will be a longer writing exercise that covers the full semester. Failure to complete the scheduled midterm exam or to make prior arrangements to take it later will result in a grade of F. Failure to complete the final exam or to make prior arrangements to take it at an earlier time will result in a grade of AB.

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

Grading Scale:	A = 94-100	B = 84-86	C = 74-76	F = below 60
	A- = 90-93	B- = 80-83	C- = 70-73	
	B+ = 87-89	C+ = 77-79	D = 60-69	

In-class assignments	30%
Portfolio	20%
Midterm exam	15%
Final exam	15%
Participation (class/client)	20%

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 in the course will have to retake the class.

Attendance:**University Policy:**

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a university-approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

Regular, on-time class attendance is 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 writing assignments, making regular class attendance and meeting deadlines vital. An unexcused absence will result in a 0 for that day's assignment. You may make up work you missed **if an absence is pre-approved**. It will be easier to obtain permission than forgiveness.

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!

If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a family or personal hardship, disability or illness.

DIVERSITY STATEMENT:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and

welcoming environment for all members of our community and 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

Special Accommodations:

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is affected by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- 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 basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.
- Contribute to knowledge appropriate to the communications professions in which they work.

Pep Talk: This class will 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, make the most of rewrite opportunities, your work should improve throughout the semester, and this improvement will be reflected in your grades.

Please, 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 page, which is a modified version of the MEJO 153, "News writing," criteria, for how assignments will be graded. The following guidelines also apply.

Assignments:

- Assignments are due before our scheduled class time, usually. 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 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.

Rewrites:

- You may rewrite any assignment that receives a grade of 60 or lower. This policy does not include exams. The rewrite is due no later than two class 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 attach the original, graded work to the rewritten assignment as your resubmission to Sakai. 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 and Exams

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

STEP ONE – CREATING A SITE FOR YOUR ONLINE PORTFOLIO

If you haven't created a website/online portfolio, this is the semester to do it! There is a number of free website creation sites. Resources at SkillfUL Workshops (Undergraduate Library) and on Sakai may help you as you develop this showcase of your work. Browse some of these student examples for inspiration and as a guide:

Eve Elliott <http://www.evemelliott.com/blog/pr-for-nonprofits-course-work/>
Noah Dolgoff <https://noahd08.wixsite.com/mysite/1st-gallery>
Jessica Reid <https://jessicacamrynreid.weebly.com/portfolio.html>

STEP TWO – BUILDING YOUR ONLINE PORTFOLIO

At the end of the semester, your online portfolio should include the following:

1. **Resume** - An updated resume (including your service-learning work for this semester)
2. **Reflection Essay** - A one- to two-page, single-spaced 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 PR efforts? What recommendations would you make to the Carolina Center for Public Service regarding this particular client as a future APPLES client/community partner?
3. **Final time sheet** – You may create your own to track volunteer hours or use the APPLES form: <http://ccps.unc.edu/files/2012/10/SLC-Course-Timeelog-Form.pdf>
4. **Communication Audit** – This comprehensive audit is a TEAM EFFORT and should provide an up-to-date overview of your client's communications, including background, SWOT/situational analysis, and, most importantly, your team's recommendations. Your team report should be developed through discussions with the client, fellow students and the instructor, and through an assessment of the client's current communication materials/vehicles. This report will run about five pages.

Media Kit (All media kit content is independent work.)

5. **News Release** – Your news release must have clear news value related to your client and must follow the proper traditional format or digital format and AP style. News releases are independent work.
6. **Profile** – Your profile should run two to four pages. A profile is a feature article about a newsworthy person who founded, directs or benefits from your client's services. Please, also get a photo of your interviewee! (Interviews can be a team effort; writing is independent work.)
7. **FAQ or Fact sheet** – What questions might a student, potential funder or participant or volunteer have about your client? What facts can be helpful? Your fact sheet is independent work.
8. **Additional piece** – You must also complete at least one additional piece as independent work 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!

- | | | |
|-----------------------------|----------------------------|------------------------------------|
| - 4 testimonials | - Direct mail letter | - Website updates |
| - 1- to 2-minute info video | - Media list | - Speech/public statement |
| - News release-print | - Media advisory | - 2 blog posts |
| - News release-broadcast | - Brochure | - 2 PSAs |
| - Letter to the editor | - Media Relations Guide | - Podcast pitch to actual producer |
| - Fact sheet or FAQ | - Social Media Guide | - Feature pitch to actual editor |
| - LinkedIn page/material | - Social media posts (4-6) | |
- Other ideas welcome!!**

Class Schedule Fall 2021

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

Date	Topic	Complete before class/lecture:
Unit 1 *****	<u>Public Relations Style, Structure and Strategy</u>	*****
Aug. 19 SYNC ZOOM	Introductions and Course Overview	Welcome!
Aug. 24 SYNC ZOOM	PR Tools and Resources, Associated Style (AP) Review	FDOC writing assignments; Read The PR Style Guide AP Primer pp. 112-116 and Appendix D Editing Marks; Review AP Stylebook Editing Marks p. 519; Read additional Sakai resources
Aug. 26 SYNC ZOOM	PR Formats and AP Style	AP technique exercise #1; Read The PR Style Guide sections “What Are They?” for Chapters 1-16; Read additional Sakai resources
Unit 2 *****	<u>The APPLES Service-Learning Experience</u>	*****
Aug. 31 SYNC ZOOM	Intro to APPLES Service-Learning Program and Nonprofit PR More AP Style!	AP technique exercises #2, #3; View APPLES online course module ; read time log form and about funding opportunities for APPLES students/teams; Read additional Sakai resources
Sept. 2	Building an Online Portfolio, More AP Style!	AP technique exercises #4, #5; Read additional Sakai resources; Coordinate with team and client to schedule first meeting no later than Sept. 10
Sept. 7	Communication Audits, More AP Style!	AP technique exercise #6; Read The PR Style Guide Ch. 4; Read additional Sakai resources
Unit 3 *****	<u>Media Relations and Media Kit Basics</u>	*****
Sept. 9	Media Relations and Media Advisories	Client research exercise; Read AP Stylebook “The Associated Press statement of news values and principles” pp. 498-511 (2020-2022 edition); Read The PR Style Guide Ch. 6 and pp. 207-208; Read additional Sakai resources; Initial team meetings with client by tomorrow, Sept. 10
Sept. 14	Fact Sheets	Communication audit exercise; Media advisory assignment; Read The PR Style Guide Ch. 7 and 8; Read additional Sakai resources
Sept. 16 SYNC ZOOM	News Releases: Essentials Round 1	Fact sheet assignment; Read The PR Style Guide Ch. 11; Read additional Sakai resources; Teams apply for APPLES Partnership Grant by Sept. 28
Sept. 21	News Releases: Essentials Round 2	News release assignment; Read The PR Style Guide Boilerplate Language p. 205; Read additional Sakai resources (boilerplates and E-release examples/info)
Sept. 23	News Releases: Incorporating Visuals	Boilerplate assignment; E-release assignment; Read/review AP Stylebook Images pp. 506-508; Read additional Sakai resources
Sept. 28	Team Work Day	Each team applies for APPLES Partnership Grant by today
Sept. 30 SYNC ZOOM	Review for Midterm Exam	All ARS students check in with instructor by today to make arrangements for midterm exam
Oct. 5	Midterm Exam	

