

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

Format 7 also

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Journalism	College/School	CLA
Prepared by	Lynne Lott	Phone	474-6245
Email Contact	lynne.lott@alaska.edu	Faculty Contact	Lynne Lott

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

**2. COURSE IDENTIFICATION:**

Dept	JRN	Course #	433	No. of Credits	3
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Justify upper/lower division status & number of credits:

Upper division – this course requires established journalism reporting & writing skills as well as knowledge of AP style

**3. PROPOSED COURSE TITLE:**

Public Relations Techniques

**4. To be CROSS LISTED?**

YES/NO

no

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

**5. To be STACKED?**

YES/NO

no

If yes, Dept:

Course #

**6. FREQUENCY OF OFFERING:**

Fall, even-numbered years

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING** (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

AY ~~2012-13~~ 2013-2014  
 Fall ~~2012~~ semester  
 2013

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:  
 (check all that apply)

1

2

3

4

5

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

**9. CONTACT HOURS PER WEEK:**

3.0

LECTURE  
 hours/weeks

LAB  
 hours/week

PRACTICUM  
 hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

**JRN 433 W Public Relations Techniques**

**3 Credits Offered Fall, Even-numbered Years**

Examines the role of public relations in publicity, media relations, market research, crisis management, ethics, communication theories and related topics. Central to the class is the learning of persuasive writing techniques and the writing and rewriting of public relations documents including press releases, public service announcements, media alerts, features, newsletters and backgrounders. Class includes examination of case studies and preparation of a comprehensive final paper/project: a public communications "message plan" plan for a businesses, organization or institution. **Prerequisites:**

**ENGL F111X, ENGL F211X or ENGL F213X, JRN F202; or permission of instructor. (3+0)**

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.** YES:  NO:

If YES, check which core requirements it could be used to fulfill:  
 O = Oral Intensive, **Format 6**  W = Writing Intensive, **Format 7**  Natural Science, **Format 8**

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  **TIMES**  
 If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?  **CREDITS**  
 If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  **CREDITS**

**13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES** ENGL F11X, ENGL F211X OR F213X, JRN202 or permission of instructor  
 These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES** \$0  
 Has a memo been submitted through your dean to the Provost for fee approval?   
 Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?   
 Yes/No

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

**Minimal. Course will use existing facilities, space and faculty.**

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes  Professor has perused current collections and found them sufficient for the needs of this course.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

No impact on other departments is expected.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This course will have almost entirely positive impacts on the journalism and other programs. As an additional choice for a writing intensive elective, students will be able to further specialize their skills to prepare them for the job market. One possible negative impact is the lowering of enrollment in other W courses such as JRN311 (Magazine Article Writing) and JRN444 (Investigative Reporting). However, the department believes that this is unlikely and that rather the program will gain NEW students who did not previously consider the journalism major because of the lack of public communications courses available. This course may also have positive impacts on the COMM department (possible cross-list as that program undergoes changes with a new department chair/professor) and ENGL students who may want to gain writing skills outside that department's current offerings (such as "Technical Writing").

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

JRN433 was listed in the UAF course catalog until 2006, when it was dropped due to lack of demand and lack of instructors with the appropriate background. Since that time, the field of journalism has changed significantly. While traditional news rooms are shrinking, public relations and public communications departments have grown exponentially in order to address a media that is increasingly less "mass" and more fractured (where bloggers, Facebook users and the like hold considerable sway).

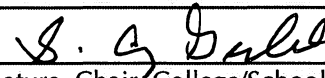
The addition of this course is part of a larger move to a "single track" journalism degree, which now comprises four separate tracks (news/editorial, broadcast, photojournalism, new media). This move is being made due to the changing nature of the journalism field – in other words, employers want to hire people with less specialization and a greater variety of skill sets. This course will be one of the approved electives within the program, allowing for a bit of specialization within the larger framework of the single journalism curriculum.

Professor Lott was added as a term assistant professor in AY2010-11 and has a background in public relations and public relations coursework.

Finally, students have expressed a strong desire for training in this area because of their interests and career goals. This course will further hone traditional journalistic writing skills with an eye toward the persuasive writing style that is a hallmark of public relations.

**APPROVALS: Add additional signature lines as needed.**

 Date 2/15/12  
Signature, Chair, Program/Department of: Journalism 

 Date 3-19-2012  
Signature, Chair, College/School Curriculum Council for: CLA

 Date 3-21-12  
Signature, Dean, College/School of: CLA

Date

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
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Signature, Chair

Faculty Senate Review Committee: \_\_\_Curriculum Review \_\_\_GAAC

\_\_\_Core Review \_\_\_SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
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Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
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Signature, Dean, College/School of:

**ATTACH COMPLETE SYLLABUS (as part of this application).** Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If it is missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.)

Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

##### **12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

## **JRN F433W**

### **PUBLIC RELATIONS TECHNIQUES (3 CREDITS)**

FALL 2012

**TIME/LOCATION :** T/R 9:45 - 11:15 a.m./ Bunnell 122/126

**PREREQUISITES:** ENGL F111X, ENGL F211X OR F213X, JRN F202 OR permission of instructor

**INSTRUCTOR:** Lynne Lott  
Assistant Professor, Bunnell 105A  
**Email:** lynne.lott@alaska.edu  
Email is by far the best way to reach me. You will receive a response within 24 hours, unless I announce in class that I will be unreachable for some reason.  
**Phone:** 474-6245  
**Office Hours:** TBA

#### **REQUIRED TEXTS**

- *Strategic Writing for Public Relations, Advertising, Sales and Marketing, and Business Communication* (third ed.) by Charles Marsh, David W. Guth and Bonnie Poovey Scott (Allyn & Bacon, publishers)
- *The Associated Press Stylebook and Libel Manual* (any post-2006 edition)
- Online readings linked on class website
- A daily newspaper or news website to provide you with both local and national news

#### **RECOMMENDED BOOKS AND RESOURCES**

- *On Writing Well*, William Zinsser
- A good dictionary, or regular use of dictionary.com
- *The Elements of Style*, Strunk and White

#### **COURSE DESCRIPTION**

Examines the role of public relations/public communications in publicity, media relations, market research, crisis management, ethics, communication theories and related topics. Central to the class is the learning of persuasive writing techniques and the writing and rewriting of public relations documents including coverage memos, media alerts, features, trade press releases, newsletters and backgrounders. Students also examine the changing role of public communication in radio, television, print, web and social media. Class includes examination of case studies and preparation of a comprehensive final paper/project: a public communications "message plan" plan for a businesses, organization or institution.

You are expected to have mastered the basics of journalistic writing in JRN202 prior to your participation in this course. An additional journalism writing class is strongly recommended. Proficiency in AP Style is expected.

### **INSTRUCTIONAL METHODS**

This course includes lectures, class discussion, small group discussion, videos, practical exercises, guest speakers, individual student-professor writing conferences and independent reflection/essays.

### **COURSE GOALS**

This course highlights the creation and delivery of an effective Public Relations message, with special emphasis on the research, preparation, writing and re-writing of quality material that meets specific goals. As a writing intensive class, special attention will be given to persuasive writing techniques and the writing (and rewriting) of public relations documents. At the end of the course, students should be able to recognize a client's needs and craft a thorough, effective message plan. Additional goals of this course include developing critical problem solving skills, business diplomacy skills and media relations skills. Much of this class features hands-on work devoted to mastery of practical PR tasks.

If you are considering a career in PR, this class also serves as a survey of available jobs in the profession. This course will also be useful for business and marketing students as marketing and business professionals often work with public relations professionals to serve a client's needs.

### **STUDENT LEARNING OUTCOMES:**

#### **AT THE END OF THE SEMESTER, STUDENTS SHOULD BE ABLE TO:**

- recognize the importance of crafting and delivering a PR message
- write press releases on deadline
- understand the assorted audiences/publics/stakeholders for a given organization and tailor messages to each audience
- write a pitch letter and know how to pitch a story to a media outlet
- write a PSA (public service announcement)
- edit and/or revise copy written by others
- design a "message plan" for a client
- understand the history and theories that have influenced the current practice of public relations
- understand the range of career opportunities in the profession

### **COURSE REQUIREMENTS/POLICIES**

#### ***Writing***

This is a **writing intensive** class. Much of the graded work in this upper-division course takes the form of writing. Early in the semester you will create an ungraded writing sample that will help me gauge your general writing ability. We will not devote time to grammar, spelling, punctuation and other basics. If

I notice that you have a particular problem in these areas, I will point it out to you and refer you to the Writing Center for tutoring. After your first story assignment, expect to lose points for improper word usage, grammar, etc.

### *Research*

I expect a significant amount of original research for each of your case studies, strategic plans and press releases. I will clarify “significant amount” in class, but generally this means quoting from Wikipedia or boilerplate information on an organization’s website will not suffice.

### *Revision*

Revising one’s work is perhaps the best habit for any working journalist. For that reason, you will be required to rewrite each of your major assignments, incorporating my notes. Your revised writings will be graded separately from your first draft.

## **ATTENDANCE**

Students are expected to attend all class meetings as in-class discussions and exercises are a part of your grade. You will also be able to take advantage of lectures, guest speakers, demonstrations and practical exercise sessions. Missed in-class discussions, exercises, etc. cannot be made up.

Attendance and participation are worth 15% of your final grade (100 points for attendance, 50 points for “active participation” as detailed below). You get one free absence; after one unexcused absence I will deduct 10 points from your final grade for each unexcused absence. Excused absences include missing class for a valid, university-sanctioned reason (In general, an absence is considered “official” when the student is participating in an improved field trip or other UAF activity, has a doctor’s note, or is granted a leave of absence for UAF for reasonable cause by an academic dean or director). I also understand that sometimes “life gets in the way” and may require unexpected travel, etc. Still, I must clear your absence prior to the class session you plan to miss. **You must also document your planned absence.** That means you can tell me in class that you’re going out of town and will miss class next Friday, but you must **ALSO SEND ME AN EMAIL CONFIRMING YOUR PLANNED ABSENCE.** Alternate assignments to make up for any in-class points will be given only for instructor-approved absences.

### *Punctuality*

Arriving late to class is disrespectful to the instructor as well as the other students. If you are unavoidably delayed and come in late, please take off your coat and have your papers out of your pack or bag **BEFORE** entering the classroom. If you are consistently late (more than once a month) you will lose **three** attendance points **every time** you’re late. Each month resets to 0. In other words, you may be late to class once a month without it affecting your grade. If there is a legitimate reason you may be consistently late (such as a



class the previous period on the other end of campus) please see me within the first two weeks of the semester.

### *Mobile Devices*

You may not use your mobile phone in class for receiving or placing calls or texts. If I observe you doing either, your phone will be banned from class for the remainder of the semester. If your phone makes an additional appearance, you will be asked to leave and will not receive credit for attending that day's class. If your phone appears again, your final grade will be lowered by one step (B to B-, etc.) **each time** I see your phone in the classroom.

Laptops may be used in class for research (as appropriate) and taking notes. If I suspect you are using your laptop for Facebook or other non-class-related uses the above rules for phones will apply.

### ACTIVE PARTICIPATION

We will spend a fair amount of time in discussion of both the readings AND case studies. It's important for you to a) be in class to take part in these discussions, b) prepare for class by reading any assigned materials, and c) contribute generously to discussion. **Plan to attend class, arrive on time, and get involved.** Again, ***a substantial portion of your grade is based on in-class exercises and group discussion.***

Attendance in class is a necessary, **but not sufficient**, condition for what I consider "active participation." I will evaluate your participation in the class using the following general guidelines. These should help you understand my expectations.

**Content, understanding:** Do you follow the class discussion and build on others' ideas? When you don't understand something, do you ask questions?

**Creativity:** Do you generate your own insights and examples and share them in class?

**Curiosity and interest:** Do you bring enthusiasm to the classroom? Are you in class every week so you can be a consistent contributor? Do you share ideas or issues you've come across in outside reading, current events, or through personal experience?

### DEADLINES

Deadlines are critical in journalism. Miss a deadline and you could lose your job. Therefore, work that is turned in late (late means later than the beginning of class on the day the assignment is due) will result in an ***automatic*** 50 percent point reduction. (*For example: You turn in an assignment worth 100 points. Mistakes/errors/incomplete answers result in a grade of 86. If that assignment is turned in late, you will receive 43 points.*)

Keep in mind that an F of 50 points is better for your overall grade than an F of 0 points, so it's to your advantage to turn things in. True emergencies that may

prevent the completion of an assignment include the death of an *immediate* family member or your hospitalization. In these cases I require documentation of the catastrophe. Please, do not attempt to test me on this. The “window” for turning in late work closes two weeks after the due date listed in the course schedule. After that, the assignment receives an automatic 0.

#### **ASSIGNMENT FORMAT**

Any written assignments should be typed, double-spaced in an easy-to-read 12-point font, such as Times New Roman or Helvetica. Pages should be stapled together in the upper left corner. Assignments may also be emailed to me as an .doc, .docx or .pdf attachment **only**. The same deadlines apply for emailed assignments.

The top of the page should look like this:

Jack Jackson (name)

JRN 433/Lott (class)

Story 1 - Draft (assignment)

January 14, 2011 (date)

#### **EVALUATION/GRADING**

My evaluation of your press releases, PSAs, communication plans, etc. includes clarity, simplicity, structure, organization, content, adherence to message plan and accuracy in spelling – especially the names of people, places, businesses and government agencies. You will lose points for each misspelling and error in grammar. Plan to spell-check and review each assignment prior to submission. **You are also expected to use AP Style in your writings for this class.** Failure to use AP Style will result in a one-point deduction for **each error**.

It is expected that your writings for this class will be *original work*. Please do not submit anything you have written for another class. If you submit work originally created for another class, you will fail the assignment.

Your press release assignments will include more than one draft. Drafts will be graded separately from the final product. The final paper/project (analysis of needs for a non-profit or student/university group and an accompanying internal/external message plan) will be completed in stages, incorporating instructor feedback and conferences with instructor. The final paper/project should not exceed 20 pages (including charts and graphs) and is worth 25% of your grade (5% outline, 5% first draft, 10% final paper, 5% in-class presentation of message plan).

Case study/short essay assignments will be completed in a single draft and graded using the criteria listed above. The midterm exam will include multiple choice, true/false and short essay questions.

**NOTE:** I do NOT grade on a curve. In my classes, each student begins the semester as an “average” student; that is, at a “C” level. If you complete all of the assignments and attend class regularly - that is, do what is expected - you will likely earn a “C.” To get higher than a “C” you must be

**prepared to work hard, generate great story ideas, follow through, contribute original ideas and participate generously.**

**GRADING:**

Midterm:	20%
Five Press Releases (and rewrites)	15%
10 Case Study/Short Essay/Analysis	25%
Final Paper/Presentation	25%
Attendance/Participation:	15%
Total Possible:	100%

**EXTRA CREDIT**

There will be opportunities for extra credit throughout the semester. I will announce them as they become available.

***Journalism Department guidelines:***

**Note:** I do not give grades of A+, D+ or D-

**A:** An honor grade that indicates originality and independent work, mastery of the subject and the satisfactory completion of more work than is regularly required. You have turned in work that stacks up against the best of what's practiced in PR today: 94-100%

**A-:** You may not be able to bail out BP, but you've got what it takes: 90-93%

**B+:** Indicates outstanding ability above the average level of performance. A future employer would hire you based on your press releases alone: 87-89%

**B:** You've got the skills and have done much more than the bare minimum on assignments. Your writing has improved significantly and you add thoughtful insight to the discussion: 83-86%

**B-:** As above. But though people would read your press releases, they might not take action on them: 80-82%

**C+:** You've done above average work, but not by much: 77-79%

**C:** Indicates a satisfactory or average level of performance. Mastery of basics, but nothing to set you apart: 73-76%

**C-:** You've made it to the average level, but by the skin of your teeth. You've mostly done the bare minimum but sometimes skimped on either attendance and participation or the quality of your work: 70-72%

**D:** The lowest passing grade. Indicates work of below-average quality and performance: 60-69

**F:** Indicates failure to meet lowest standards: below 60%

**PLAGARISM/FABRICATION**

Evidence of plagiarism or fabrication in any assignment will result in a minimum penalty of an F for the course. Further action, such as expulsion from the department and additional academic penalties, may be taken. Plagiarism is using other people's words or ideas as your own. Fabrication includes making up quotes, sources, or events. To protect yourself from false accusations of plagiarism, keep all of your notes, research material, raw audio (if applicable) and rough drafts until you receive your grade for the semester. If you plagiarize yourself (that is, turn in an assignment that was originally turned in/written for another class) you will fail the assignment.

### **DISABILITIES**

I will happily work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. **If you have any special needs, please make an appointment with the Office of Disability Services as soon as possible.** (208 Whitaker Building; 474-5655) After your appointment/assessment with the ODS, please see me after class or come to my office hours to discuss your accommodation needs.

**JRN F433W**  
**PUBLIC RELATIONS TECHNIQUES**  
 FALL 2012

**TENTATIVE SCHEDULE:**

Week	Subject/Assignments	Due
<p>ONE 8.30</p>	<p>Introduction to Public Relations/Public Communication</p> <ul style="list-style-type: none"> <li>• <i>Review of journalistic writing principles, importance of story in PR writing</i></li> <li>• <i>What is PR and how does it differ from other forms of communication.</i></li> <li>• <i>the publics in public relations</i></li> <li>• <i>In-class diagnostic writing exercise</i></li> </ul> <p><b>Assignment(s): Strategic Writing, pp. 13-22 and 29-49, Help Wanted Analysis short essay exercise</b></p>	
<p>TWO 9.03</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• <i>How do we find out what we need to know?</i></li> <li>• <i>strategic planning for PR audiences</i></li> <li>• <i>Project/campaign basics</i></li> <li>• <i>PR theory basics</i></li> <li>• <i>identifying client values and practices</i></li> </ul> <p><b>Reading Completed: Strategic Writing, pp. 50-64, "Develop Your Strategic Plan" (handout)</b></p> <p><b>Assignment(s): Interview with PR practitioner short essay exercise</b></p>	<p>Help Wanted Analysis Ex. (Tues.)</p>
<p>THREE 9.10</p>	<p>Types of Public Relations Writing/ Communication Techniques</p> <ul style="list-style-type: none"> <li>• <i>Press Release</i></li> <li>• <i>Public Service Announcements</i></li> <li>• <i>Use of direct quotes</i></li> <li>• <i>the PR feature</i></li> </ul> <p><b>Reading Completed: Strategic Writing, pp. 3-9 and 104-118</b></p> <p><b>Assignment(s): Press Release 1 (draft): PSA 1 (draft)</b></p>	<p>PR Interview Paper (Tues.)</p> <p>Press Release 1 Draft (Thur.)</p>
<p>FOUR 9.17</p>	<p>Practical PR</p> <ul style="list-style-type: none"> <li>• <i>Guest Speaker: Katie Pesznecker, community and public relations manager/Alyeska Pipeline company</i></li> <li>• <i>Guest Speaker: Marmian Grimes, marketing and communications manager/UAF</i></li> </ul>	<p>Press Release 1 final (Thur.)</p>

	<ul style="list-style-type: none"> <li>• <i>the press conference (with live demo!)</i></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 95-103  <b>Assignment(s):</b> Press Release 1 (final), Press Conference exercise</p>	
FIVE 9.24	<p>21<sup>st</sup> Century PR</p> <ul style="list-style-type: none"> <li>• <i>the impact of digital communication and the loss of "mass" audiences</i></li> <li>• <i>Writing for Facebook, Twitter and other social media</i></li> <li>• <i>Case Study One: The Carghill Burger</i></li> </ul> <p><b>Reading Completed:</b> "Woman's Shattered Life Shows Ground Beef Inspection Flaws," NY Times (linked on class website); "A Social Media Nightmare..."(linked on class website); "Newspapers and Thinking the Unthinkable," Clay Shirky (linked on class website); <i>Strategic Writing</i>, pp. 159-181  <b>Assignment(s):</b> Carghill Case Study Response</p>	Press Conference Ex. (Tues.)
SIX 10.1	<p>Ethics and Social Responsibility in Public Relations</p> <ul style="list-style-type: none"> <li>• <i>Applying ethical principles in the practice of public relations</i></li> <li>• <i>From Tylenol to Toyota: corporate responses that involve ethical decision making</i></li> <li>• <i>crafting a response to a crisis</i></li> <li>• <i>different press release leads</i></li> <li>• <i>Ethics case study: Toyota</i></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 183-97; PRSA Code of Ethics (linked on class website); Toyota Corporate Response Plan (handout)  <b>Assignment(s):</b> Press Release 2 (draft); Toyota Ethics Case Study Response Essay</p>	Carghill Case Study Response (Tues.)  Press Release 2 draft (Thur.)
SEVEN 10.8	<p>Writing for Assorted Publics</p> <ul style="list-style-type: none"> <li>• <i>writing backgrounders, boilerplates, fact sheets and position papers</i></li> <li>• <i>crafting a mission statement</i></li> <li>• <i>the narrative bio</i></li> <li>• <i>the feature pitch/ tv pitch</i></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 151-58 and 217-232  <b>Assignment(s):</b> Media Packet (fact sheet, position paper, mission statement, backgrounder) for client as assigned in class</p>	Ethics Case Study Response (Tues.)  Press Release 2 final (Thur.)

EIGHT 10.15	<p>Writing for Internal Audiences</p> <ul style="list-style-type: none"> <li>• <i>Emails, memos, business letters</i></li> <li>• <i>the “public” of a private corporation</i></li> <li>• <i>employee communication: the newsletter, the signage, and the interweb</i></li> <li>• <i>TUES: midterm review</i></li> <li>• <b><u>MIDTERM EXAM GIVEN ON Thursday</u></b></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 201-216  <b>Assignment(s):</b> Press Release 3: Rewrite (find an ineffective press release on the web and rewrite it using the techniques discussed in class) NOTE: There is no draft of this release; the draft is the poorly written press release you will rewrite.</p>	Media Packet (Tues.)
NINE 10.22	<p>Creating a Message Plan &amp; Measuring Success</p> <ul style="list-style-type: none"> <li>• <i>Message plan components</i></li> <li>• <i>Metrics for measuring success from anecdotal to statistical - a comparison</i></li> <li>• <i>Introduction of final paper/project</i></li> <li>• <b><i>Thursday: CLASS REPLACED WITH INDIVIDUAL CONFERENCES</i></b></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 140-158; “PR Plans that Work” (handout)  <b>Assignment(s):</b> Selection of Organization for final project/paper; outlining assignment</p>	Press Release 3: Press Release Rewrite (Tue.)
TEN 10.29	<p>Advertising Fundamentals</p> <ul style="list-style-type: none"> <li>• <i>Understanding the difference between PR and advertising</i></li> <li>• <i>Working with the advertising department</i></li> <li>• <i>“Complementary copy” and other gray areas</i></li> <li>• <i>Writing persuasively without a call to action</i></li> <li>• <i>Case Study: “Nice Markets”</i></li> </ul> <p><b>Reading Completed:</b> <i>Strategic Writing</i>, pp. 67-91, appendix 1; Nice Markets background info (linked on class website)  <b>Assignment(s):</b> “Nice Markets” response essay; Public Service announcement analysis essay</p>	Nice Markets Response (Thur.)
ELEVEN 11.05	<p>PR Writing on Deadline</p> <ul style="list-style-type: none"> <li>• <i>Generating event “buzz”</i></li> <li>• <i>Working with the advertising department</i></li> <li>• <i>Placement of feature ideas in print, broadcast and electronic media</i></li> </ul>	PSA analysis AND Final Paper Outline

	<ul style="list-style-type: none"> <li>• <i>the “sudden speech” - to write and deliver</i></li> <li>• <i>Case Study: TBA</i></li> </ul> <p><b>Reading Completed: TBA</b>  <b>Assignment(s):</b> Press Release 4 draft; Case Study Response Essay</p>	(Tues.)
TWELVE 11.12	<p>Writing for Broadcast</p> <ul style="list-style-type: none"> <li>• <i>the radio or TV psa</i></li> <li>• <i>four principle vehicles for broadcast publicity</i></li> <li>• <i>The “face” of a campaign or crisis</i></li> <li>• <i>the VNR and other visual treatments</i></li> </ul> <p><b>Reading Completed: Strategic Writing</b>, pp. 122-139; selections from “The World is Flat” (handout)  <b>Assignment(s):</b> in-class Press Release 5 (PSA) exercise (draft)</p>	<p>Press Release 4 draft (Tue.)</p> <p>Case Study Response (Thur.)</p>
THIRTEEN 11.19 THANKS-GIVING no class Thursday	<p>Speeches and Presentations</p> <ul style="list-style-type: none"> <li>• <i>channeling the client (from interview to presentation)</i></li> <li>• <i>Powerpoint, Keynote, slides and branding</i></li> <li>• <i>grassroots PR</i></li> <li>• <i>THURSDAY: Video: “The Persuaders”</i></li> </ul> <p><b>Reading Completed: TBA</b>  <b>Assignment(s):</b> Press Release 5 (PSA) rewrite</p>	<p>Press Release 4 final (Tue.)</p> <p>Draft of Final Paper (Thur.)</p>
FOURTEEN 11.26	<p>Catch-Up Week</p> <ul style="list-style-type: none"> <li>• <b>TUESDAY: CLASS REPLACED WITH INDIVIDUAL WRITING CONFERENCES</b></li> <li>• <i>Thursday: a chance to catch up on subjects on which we’ve fallen behind.</i></li> <li>• <i>Case Study: King Arthur County Chamber of Commerce</i></li> </ul> <p><b>Reading Completed:</b> King Arthur County background (linked on website); “Commercializing the Chamber,” (linked on website), <i>Strategic Writing</i>, pp. 234-263  <b>Assignment(s):</b> King Arthur Case Study Response Essay</p>	<p>Press Release 5 Final (Tue.)</p>
FIFTEEN 12.03	<p><b>Final Paper Presentations</b></p>	<p>King Arthur Case Study Response (Tue.)</p> <p>Final Paper (Thur.)</p>
FINAL EXAM	<p><b>There is no final exam in this course. Remainder of final paper presentations will be given</b></p>	



	<b>during the final exam period.</b>	
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