

# Public Relations Writing

<i>Course Information</i>	Public Relations Writing, JOUR 227
<i>Term</i>	Fall 2022: 9/8/2022 thorough 12/9/2022
<i>Class Hours</i>	9:45 – 11:15 AM, Tuesdays & Thursdays
<i>Class Location</i>	Reid 216
<i>Instructor</i>	Jared Macary
<i>Instructor Office Hours</i>	1:00 – 3:00 PM, Tuesdays & Thursdays
<i>Instructor Office Location</i>	Reid Hall 202
<i>Instructor email<sup>1</sup></i>	jmacary@wlu.edu

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<sup>1</sup> Expected email response time by instructor: Weekdays (M-F): Within 12-24 hours. Weekends: Next business day.

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## Course Description

### Purpose

- To stimulate reflection, analytic thinking, and practice in writing for strategic communications, particularly public relations.
- To enhance writing and multimodal proficiency to achieve strategic professional outcomes.
- To advance the professional knowledge, skills, and abilities of students interested in journalism, strategic communication, public relations, and other creative industries.

### Overview

- Students will be expected to gather and interpret information, composing written and multimodal works that strategically, effectively, and ethically reach audiences and media channels.
- Students will be expected to attend and interact with scheduled lectures and activities. *The course is writing heavy and fast-paced.*
- Students will be expected to read, write, work in groups, express themselves tactfully, and exercise emotional intelligence.
- Students will be expected to produce a variety of communication materials termed deliverables, including new releases, pitch emails, and a feature story, that they will use as a foundation for a writing portfolio hosted online.

### Core Skill Development

- To enhance strategic thinking, making, and doing through professional writing and use of interacting modalities (e.g., visual communication) that is both meaningful to key audiences and achieves organizational objectives.

## Required Texts

### Books

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- Roberts, J. (2016). *Writing for strategic communication industries*. Ohio State University.
  - Available at <https://ecampusontario.pressbooks.pub/stratcommwriting/>
  - This is an Open Education Resource with a [Creative Commons License](#).
- The Associated Press (AP) Stylebook (2020+).
  - Available at W&L Bookstore.
  - There are electronic versions available to you; however, a print copy may be a more handy and practical reference.
  - Get the most recent year, hence the plus sign (+) next to the publication date above.
- Strunk, W., Jr., & White, E. B. (1999). *The Elements of Style*. Pearson.
  - Available at W&L Bookstore.
  - There may be electronic versions available to you online; however, a print copy may be a more handy and practical reference.

## Handouts

- Additional readings will be posted on Canvas.
- Readings and their due dates are described in the course schedule section.

## Expected Learning Outcomes

1. Become versed in strategic writing across communication platforms, including social, audiovisual, and print, to fulfill organizational objectives.
2. Practice writing as an outcome and a process, inclusive of preparation, pre-writing, drafting, re-writing, and editing.
3. Become versed in Associated Press (AP) style and improve grammar, punctuation, and spelling.
4. Improve communication skills, both written and oral, to build, maintain, and repair professional relationships.
5. Better understand the dynamic between strategic communicators and audiences, including journalists.
6. Understand and apply multiple modalities, such as images and text, to strategic efforts directed at diverse audiences.
7. Improve as a multimedia writer by completing and revising assignments on time.

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## Estimated Student Workload

- In this course, you are expected to a) complete all assigned readings, viewings, and writing before class sessions, b) participate in class sessions by attending and engaging in activities, and c) complete assignments and examinations.
- Lecture slides will not be uploaded to Canvas. Taking notes is paramount. If you cannot attend a class, coordinate to view the notes of a fellow student.
- Bring pencils/pens and paper to take notes.
- Bring a computer to class to perform writing assignments. If not, we will have lab computers.
- Assignments completed by students are to be uploaded to Canvas in a Word document format, unless specified, for grading.
- Assignments emailed to the instructor will not be graded.
- Arrive on time for class sessions and be prepared to stay the entire duration (1 hour and 30 minutes)
- Assignments, including reading, viewing, and writing, outside of class will occupy approximately 10-15 hours a week.
- Being organized is critical to success in this course. Take the time early on to get organized to save time later in the course.
- You may speak with the instructor at any point about regarding your progress in the course. Do not wait until the end of the term to raise a question or address a concern.

## Assignments & Exams (100%)

### Overview

The following diagram highlights the distribution of assignments, valued in percent, relative to the whole.

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## Attendance (10%)

- Attendance counts for 10% of your grade. Attendance involves showing up to class sessions on time and being ready to work. Being ready to work means you prepared draft work and have the tools to do revisions, including style guides, computers, and notebooks with pens/pencils.
- *Your attendance is expected at every class session.* See course policies.

## Engagement (10%)

- Engagement counts for 10% of your grade. Engagement counts as class participation. Participation translates to a) completing in-class assignments, b) interacting by contributing to activities and discussions, c) working well with others in groups assigned or chosen.
- Through engagement, you demonstrate critical thinking, the ability to work with others, and professionalism.
- In-class assignments are due by the end of the class in which they're assigned.

## Free-Writing Journal (10%)

- The free-writing journal counts for 10% of your grade. See the course dashboard for the due dates and prompts. Generally, you are completing a prompt each week.
- The purpose of the journal is to liberate the thinking and writing process. You are encouraged to be expressive, thoughtful, and use stream of consciousness. You can be

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upset, happy, content, frustrated, etc. Explore each prompt with feeling, reasoning, and energy. Since the journal's cannot be "locked," I encourage you to be mindful of the things you write about.

- *I will provide you with one writing journal for the term.* You can also create and bind your own journal that meets or exceeds the paper dimensions. If you lose your journal, you will have to make one from scratch. Any journal entry lost before submission to the professor must be restarted.
- You will be assigned five prompts in the first half of the course and five prompts in the second half (10 total prompts).
- Respond to each prompt in your journal using handwriting. A response to a prompt must be minimum of 5 handwritten pages. You are to sign and date your entry after completing it.
- You can add drawings if you like, but they must accompany the minimum pages of text expression.

## Midterm Exam (15%)

- *The midterm will be on October 18, 2022, during class time.*
- The midterm exam will encapsulate all materials discussed and presented prior to the day of the exam. The exam will be open book, meaning you can use your notes and style guides.
- The exam will consist mostly of writing and revising deliverables. The midterm will stress use of AP style, spelling, grammar, and punctuation.
- A portion of a class or classes will be dedicated to reviewing material to help you prepare for the midterm. You will also have a reading day outside of class time to dedicate to preparation.

## Final Exam (15%)

- *The final will be during Week 15*
- The final exam will encapsulate all materials discussed and presented prior to the day of the exam. The exam will be open book.
- The exam will focus on writing and revising deliverables.
- A portion of a class or classes will be dedicated to reviewing material to help you prepare for the final.

## Revising Deliverables (25%)

- In many respects, this course is a writing lab. You will engage with lectures, viewings, and readings and then put it into practice as a writer.
- You will be confronted with tasks and challenges that reflect professional scenarios and settings. For example, you will be expected to complete a variety of assignments within time and other constraints.
- If you look at the course schedule, you will, in general, complete in-class assignments on Tuesdays, then draft a deliverable before the next class, and revise that deliverable on

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Thursdays. This way, weekends are for responding in your free-writing journal, readings/viewings, and portfolio development.

- Deliverables will include press releases, pitches emails, a media kit, fact sheet, backgrounder, feature story, social media multimodal messages and strategy, professional profile, public service announcement, internal memo, and a media alert. Others may be added, or some may be removed as the instructor's discretion.

## Digital Writing Portfolio (15%)

- *The digital writing portfolio will be due on Friday, December 9, 2022. It must be submitted to Canvas by 11:59 p.m. This will likely involve uploading a link to a website where you create your portfolio.*
- *The portfolio will be the focus of the second part of the course following the midterm.*
- See the Digital Writing Portfolio item on the course dashboard for more and detailed information.
- A day after the midterm will be dedicated to discussing the portfolio and its online presentation (e.g., web usability).
- The portfolio must be hosted on a web-based platform. Currently, I am reviewing Digi[cation] software-as-a-service.
- The portfolio should have an identity and cohesion to it that reflects something about yourself as the creator. In short, it should brand you as a PR writer to prospective internships and jobs.
- The portfolio will consist of final versions of select revised deliverables. The professor will specify which deliverables from the course are to be included in the portfolio.
- It is expected that revised deliverables are to be further revised before including them in the portfolio.

## Grading Criteria

- Review each assignment's rubric, in addition the general rubric below, to be clear on *what* and *how* you'll be graded.
- No grade rounding requests. If you earn an 89.99, you have earned a B+ per the scale below. I will not accept requests to bump grades up by any percentage at any point.
- All grades may be viewed in Canvas. Grading for this course is straightforward; you should be able to determine your own grade at any point. Remember that if an assignment is "hidden" in Canvas, that means I have not released grades yet, and your final grade has yet to be affected.
- If you want to appeal a grade, follow the instructions in the Course Policy section.

## Grading Scale & Meaning

Excellent	A+ (97.0 – 100%)	Work that is well-organized, written leanly and clearly. All ideas and their expression fully communicated. Messaging
	A (93.0 – 96.9%)	
	A- (90.0–92.9%)	

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		targets intended audiences well. Requires almost no additional editing.
Good	B+ (87.0 – 89.9%)	Work could be raised to higher quality without extensive editing. It is grammatically correct but may lack polish and organization, or vice versa. Still would need revision.
	B (83.0 – 86.9%)	
	B- (80.0 – 82.9%)	
Average	C+ (77.0 – 79.9%)	Work has issues in at least one or two basic areas, like grammar, spelling or weak messaging and strategy. It is an adequate first draft but needs significant revision before presentation to a supervisor or client.
	C (73.0 – 76.9%)	
	C- (70.0 – 72.9%)	
Below Standards	D+ (67.0 – 69.9%)	Work is inadequate. Writing contains multiple basic errors and/or ideas are not fully articulated or confusing. The work may show limited use of strategic and critical thinking.
	D (63.0 – 66.9%)	
	D- (60.0–62.9%)	
Failure	F (< 60%)	Work is not completed in a professional or timely way. It often demonstrates low strategic and critical thinking and poor attention to organization, grammar, spelling, punctuation, etc.

### Course Policies

*See the “How to email a professor” under Writing Resources on Canvas for additional information.*

#### **Attendance**

- In any given week, the first session sets up the second, which functions as a “lab.” In the lab, you will refine your work and submit assignments. Thus, it’s critical to be at both days.
- If you will not be able to attend for sickness or some other reason, you must let me know beforehand. Any assignment will still be due at the end of a class session, as it is for everyone else in the class, unless I specify otherwise.
- Barring extreme circumstances beyond your control, assignments will be marked as late if it is not turned in on time.
- If I have not excused your absence ahead of time, you will not receive credit for that day’s assignment.

#### **Reading/Viewing Assignments**

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- A date specified for a reading or viewing assignment is the date by which that assignment should be completed. So, if you are to read a chapter for a Tuesday, that chapter should be read by that Tuesday.
- Readings, generally, are short and targeted. So, it is expected that students will read and be familiar with the reading materials.
- *If it becomes clear that students are not reading, then a quiz may be given.*

### Writing Assignments

- A due date specified for a writing assignment is the date by which that assignment should be completed. So, if you are to submit a paper to Canvas by Tuesday at 11:59 PM, that paper should be completed by that Tuesday at 11:59 PM.
- All written work must be in Microsoft Word format (.doc/.docx), except where noted. Any other formatted file will not be accepted.
- In-class assignments are to be completed in class the day that they are assigned. No make-ups are allowed for in-class assignments.
- For all assignments, you may not do stories on your friends or organizations you are a part of, such as Greek organizations and extra-curricular activities. The point of assignments is to push your boundaries.

### Late Writing Assignments

- Technological problems impeding assignment upload by a due date will not be accepted as an excuse for a late assignment. Be sure to plan ahead.
- Late work receives a penalty of *one letter grade per day*. The drop in one letter grade starts the minute after the assignment deadline. So, if an assignment is due by 11:59 PM and you submit at 12:00 AM, you have a drop one letter grade. Plan your work time accordingly. Professionals meet deadlines and you can start an assignment any time. Speak with the instructor if you have questions.
- **IMPORTANT:** Do not email the instructor with a written assignments after its due date. All emailed assignments will be ignored. Instead, email the instructor asking that they open Canvas to allow for a late submission. Take note of the following expected email response times by the instructor: Weekdays (M-F): Within 12-24 hours & Weekends: Next business day.

### Grade Appeal Requests

- If you strongly disagree with a grade and wish to challenge it, you must a) wait 24 hours since you first became aware of your grade, b) review the “How to email a professor” instructions, and c) cogently appeal your grade in an email to the instructor. A cogent appeal uses sound reasoning related to the assignment produced and its assessment. This includes use of evidence to support your appeal request. Statements such as “I think I deserve a better grade” are not sound appeals.
- Be sure to honor the 24 hours before emailing the professor. Students often err on sending emails when they are upset, resulting in confusion and frustration more than a desired outcome.

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- Take note that an appeal is a request. A reassessment of an assignment's grading can result in a grade that is lower, higher, or the same.

## Integrity & Plagiarism

- This course upholds the W&L Honor System. All course activities and assignments are pledged, whether you write the pledge or not. To get more information about W&L's Honor System, you can review it in the Student Handbook: <https://my.wlu.edu/student-handbook/#honor-system>.
- Academic plagiarism, simply, is using the words or ideas expressed by someone else as your own. All students in this course should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas).
- If there is any question about whether an act constitutes plagiarism, it is a student's obligation to clarify their question with the instructor before using something in an assignment. The Executive Committee's plagiarism pamphlet also provides examples: <https://my.wlu.edu/executive-committee/the-honor-system/plagiarism/plagiarism-pamphlet>.
- There are many reasons why people plagiarize, from lacking time to lacking confidence to do work assigned. Regardless, there's no place for plagiarism in this class.

## Classroom Technology Use

- Bring at least two pencils/pens and some paper to class to take notes.
- Bring your phone and computer to class for participation and engagement.
- If you need to use your phone to make a call or send a text, just step outside into the hall. No judgment.
- Please be respectful of the instructor and your peers by not sending texts inside the classroom. If the instructor observes you using your phone or computer to text, you will be asked to go into the hall until you've completed your messaging. This isn't a punishment. You're just swapping one location for another.
- You are not allowed to audio and/or video record lectures in any way. Doing so is considered a breach of trust. You will be asked to leave the class if you violate this policy.

## Equity & Inclusion

- Along with the university, I affirm and actively promote the right of all individuals to equal opportunity in education without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance.

## Accessibility

- W&L is committed to creating an inclusive learning environment. For this reason, W&L makes reasonable academic accommodations for qualified students with disabilities.

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- All undergraduate accommodations must be approved through the Office of the Dean of the College.
- Students requesting accommodations for this course should present an official accommodation letter to the instructor *within the first two weeks of the term* and schedule a meeting outside of class time to discuss accommodations.
- It is the student's responsibility to present approved materials in a timely fashion to the instructor and to follow up about accommodation arrangements. Accommodations for test-taking should be arranged with the instructor at least a week before the date of the test or exam.

### Title IX

- W&L is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking).
- If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support is available to you. For more information on Title IX at W&L: <https://my.wlu.edu/general-counsel/code-of-policies/discrimination-harassment-and-retaliation/non-discrimination-equal-employment-opportunity-statement/title-ix-at-washington-and-lee-university>.
- W&L has trained staff members to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, etc. For more information about W&L resources: <https://my.wlu.edu/sexual-misconduct-resources>.

### Resources & Tips

#### Keep on pushing forward

- You will do a lot of writing in this course. Do not get discouraged by low scores on the first couple of assignments. Put in more time and effort. Keep chugging forward despite any ego bruise.

#### Reading in this class

- To invest in becoming a better thinker and reader, take notes about what you *do not understand* more than what you do understand. As instructor, I do not care what the thing is that you do not understand. Do not judge yourself as stupid. And I will not tolerate students judging others for lacking understand. Reading comprehension is a muscle you develop. Take notes, articulate clearly what you do not understand from a reading, and bring it to class, where we discuss and clarify.

#### Review each assignment's rubric

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- A rubric is a measure of how an assignment will be graded. You can view an assignment's rubric on Canvas in the same place you will upload your file for grading. Also see the general rubric above knowing it does not apply equally to all assignments.
- Be sure to review rubrics and ask questions if you have them in advance of developing an assignment.
- While I have provided a general rubric, this may change for specific assignments. You will be notified in and when this happens before starting an assignment.

## Set up a strategic calendar

- Create a calendar (e.g., Google Calendar, iCal, etc.) to map all assignments, their due dates and times, and method of submitting each assignment. A small amount of effort can reduce headaches of what needs to get done by what time and where.

## Takes notes for all lectures, readings, and viewings (and review them)

- Using a pencil/pen and paper, take notes for all lectures. Take notes in any way you like for readings and viewings outside of class.
- Your detailed notes will be critical to the midterm and final exam. Lecture slides will not be uploaded to Canvas. If you cannot attend a class session, coordinate with a fellow student to review their notes. Be sure to reciprocate and not abuse anyone's generosity.

## Take the revision process seriously.

- All good writing is rewriting. If you hang your hat on complements from previous teachers and family members that you are a good writer, then you might be frustrated in this course. Let go of ego and expectations. Embrace revising what you write.
- Revising what you write is critical to your progression as a critical thinker and writer. In the professional world, someone more senior or a client can suggest or demand revisions without tact. I will be respectful and tactful in my critiques. Thus, I suggest you embrace and learn from them.

## Online resources that may be helpful or of interest to you

New York Times Morning Brief	<a href="https://www.nytimes.com/series/us-morning-briefing">https://www.nytimes.com/series/us-morning-briefing</a>
Public Relations Society of America	<a href="http://www.prsa.org">http://www.prsa.org</a>
Public Relations Student Society of America	<a href="http://www.prssa.org">http://www.prssa.org</a>
NYC-based museum with histories on important figures in PR history.	<a href="http://www.prmuseum.com">http://www.prmuseum.com</a>
Information about PR firms. Some parts require fee for access.	<a href="http://www.odwyerpr.com">http://www.odwyerpr.com</a> :
Case studies of award-winning PR campaigns.	<a href="http://silveranvil.org">http://silveranvil.org</a>

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Site of public interest organization dedicated to investigative reporting on the PR industry.	<a href="http://www.prwatch.org">http://www.prwatch.org</a>
Site for the PR Council, a national organization of PR firms.	<a href="http://prcouncil.net/?s=education">http://prcouncil.net/?s=education</a>

## Schedule of Class Sessions

- This schedule can be changed. Announcements will be made in class or via Canvas. TBD means “to be determined.”
- Reading, viewing, and writing assignments must be completed before class. Arrive prepared.
- Dates listed are the final date.
- All assignments are to be uploaded to Canvas in a Word document unless specified. Do not email the instructor assignments, especially if they are late. Follow course policies.

### Week One (1)

*Class #01, Thursday, September 8, 2022*

Topic	Introduction
Reading/Viewing Due	N/A
Writing Due	N/A

### Week Two (2)

*Class #02, Tuesday, September 13, 2022*

Topic	Audiences I
Reading/Viewing Due	Ch. 8: Media Relations (Roberts, 2016) Ch. 1: Defining Strategic Communication (Roberts, 2016) Review Press Release #1 Review Press Release #2
Writing Due	Notes (impressions, feelings, etc.) re: Press Releases #1 and #2 Complete in-class exercise and submit to Canvas

*Class #03, Thursday, September 15, 2022*

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Topic	Audiences II
Reading/Viewing Due	Ch. 9: Public Relations Writing (Roberts, 2016)
Writing Due	Draft press release for workshop Revised press release and pitch email submitted to Canvas

### Week Three (3)

*Class #04, Tuesday, September 20, 2022*

Topic	Organizations I
Reading/Viewing Due	Ch. 7: Public Relations Industry (Roberts, 2016) Ch. 2: Media Writing—Conventions, Culture, and Style (Roberts, 2016)
Writing Due	Complete in-class exercise and submit to Canvas

*Class #05, Thursday, September 22, 2022*

Topic	Organizations II
Reading/Viewing Due	Ch. 4: News Values (Roberts, 2016)
Writing Due	Draft press release for workshop Revised press release and pitch email submitted to Canvas

### Week Four (4)

*Class #06, Tuesday, September 27, 2022*

Topic	CSR Campaign I: Planning the Media Kit
Reading/Viewing Due	Ch. 3: Strategic Communication Ethics (Roberts, 2016)
Writing Due	Complete in-class exercise and submit to Canvas

*Class #07, Thursday, September 29, 2022*

Topic	CSR Campaign II: The Fact Sheet and Backgrounder
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Reading/Viewing Due	TBD
Writing Due	Upload draft fact sheet and backgrounder to Canvas.

### Week Five (5)

*Class #08, Tuesday, October 4, 2022*

Topic	CSR Campaign III: Feature Writing I
Reading/Viewing Due	Ch. 5: News Writing Basics (Roberts, 2016) Ch. 6: Feature Writing (Roberts, 2016)
Writing Due	Upload revised draft fact sheet and backgrounder to Canvas.

*Class #09, Thursday, October 6, 2022*

Topic	CSR Campaign IV: Feature Writing II
Reading/Viewing Due	TBD
Writing Due	Draft feature story for the workshop Revised feature story submitted to Canvas

### Week Six (6)

*Class #10, Tuesday, October 11, 2022*

Topic	CSR Campaign V: Delivering the Media Kit
Reading/Viewing Due	TBD
Writing Due	Completed media kit and pitch email uploaded to Canvas Free-writing journal handed in

*No Class, Thursday, October 13, 2022*

Reading Day

### Week Seven (7)

*Class #11, Tuesday, October 18, 2022*

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## Midterm Exam

*Class #12, Thursday, October 20, 2022*

Topic	Introduction to Digital Writing Portfolios Media Kit
Reading/Viewing Due	
Writing Due	TBD

## **Week Eight (8)**

*Class #13, Tuesday, October 25, 2022*

Topic	Making an e-Portfolio with Digication  Guest Speaker: <a href="#">Helen MacDermott</a>
Reading/Viewing Due	Ch. 12: Creating a Writing Portfolio (Roberts, 2016)
Writing Due	TGP Announcement Media Kit

*Class #14, Thursday, October 27, 2022*

Topic	Revisiting Web Copy & Working with Images <ul style="list-style-type: none"><li>• Selecting imagery to match text</li><li>• Writing web copy and matching it with imagery</li></ul>
Reading/Viewing Due	TBD
Writing Due	Revised web copy

## **Week Nine (9)**

*Class #15, Tuesday, November 1, 2022*

Topic	Ad Copy & Client Influence I <ul style="list-style-type: none"><li>• Understanding how to write ad copy</li><li>• Understanding how to match ad copy with strategy</li><li>• Developing a pitch deck</li></ul>
Reading/Viewing Due	TBD

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Writing Due	TBD
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*Class #16, Thursday, November 3, 2022*

Topic	Ad Copy & Client Influence II
Reading/Viewing Due	TBD
Writing Due	Revised pitch deck

### **Week Ten (10)**

*Class #17, Tuesday, November 8, 2022*

Topic	Designing a PSA <ul style="list-style-type: none"><li>• Learning what a PSA is and does</li><li>• Learning PSA format</li><li>• Developing the PSA</li></ul>
Reading/Viewing Due	TBD
Writing Due	TBD

*Class #18, Thursday, November 10, 2022*

Topic	Designing a PSA
Reading/Viewing Due	TBD
Writing Due	Revising PSA

### **Week Eleven (11)**

*Class #19, Tuesday, November 15, 2022*

Topic	Feature Writing <ul style="list-style-type: none"><li>• Learning about feature writing</li><li>• Planning to write a feature</li></ul>
Reading/Viewing Due	Ch. 5: News Writing Basics (Roberts, 2016) Ch. 6: Feature Writing (Roberts, 2016)

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Writing Due	TBD
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*Class #20, Thursday, November 17, 2022*

Topic	Feature Writing
Reading/Viewing Due	TBD
Writing Due	Revising the feature article

### **Week Twelve (12)**

*No class on Tuesday or Thursday, Thanksgiving break*

### **Week Thirteen (13)**

*Class #21, Thursday, November 29, 2022*

Topic	Crisis Communications I
Reading/Viewing Due	TBD
Writing Due	TBD

*Class #22, Thursday, December 1, 2022*

Topic	Crisis Communications II
Reading/Viewing Due	TBD
Writing Due	TBD

### **Week Fourteen (14)**

*Class #23, Thursday, December 6, 2022*

Topic	Internal Communications
Reading/Viewing Due	TBD
Writing Due	Complete in-class exercise and submit to Canvas

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*Class #24, Thursday, December 8, 2022*

Topic	Internal Communications Portfolio & Final Review
Reading/Viewing Due	N/A
Writing Due	Draft portfolio <i>Final portfolios must be submitted to Canvas by 11:59 p.m. on Sunday, December 11, 2022.</i>