

**JMC 3423–100/3433–200: Public Relations Writing/Publications**

Jan. 18–May. 11 | T/Th 2:30–5:30 p.m. | Gaylord II, 1130

**Office Location:** 3510B Gaylord Hall**Office Hours:** T/Th 1–2:30, and by appt.**E-mail:** [MKent@OU.edu](mailto:MKent@OU.edu)**Telephone:** (405) 325–7346**WWW:** <http://faculty-staff.ou.edu/K/Michael.L.Kent-1>**Course Description 3423**

Public relations professionals deal with diverse audiences and multiple stakeholders. Public Relations Writing teaches you the basic principles associated with writing in an assortment of styles and to multiple publics. You will learn how to write specialized documents like backgrounders, brochures, business letters, pitch letters, infographics, and news releases. Aesthetics is a central focus of the class and you will learn the features of effective design and what design options exist. You will begin credentialing and portfolio building. AP style, sensitivity to cross-cultural issues, multiple stakeholders and publics, and ethics, are emphasized.

One area of recent growth in public relations has been new technologies like blogs, Twitter, and Facebook. You will learn how to write for these technologies and how to get the most out of them for your organization or client.

**Objectives**

- To introduce students to more advanced writing activities, and to build on basic writing skills already learned.
- To instruct students how to create a variety of written documents.
- To enable students to understand the rhetorical aspects of the public relations writing process.
- To teach students an assortment of communication, public relations, persuasion, and rhetorical theories used to create effective written documents.
- To raise ethical issues associated with communicating with multiple publics.
- To reinforce AP style.

**Course Description 3433**

Public Relations Publications is one of the central courses for modern public relations professionals. Virtually all professional messages are backed up by written and/or electronic content that runs the gamut from RSS feeds and HTML, to brochures, PDFs, and reports. Professionals can no longer get by without desktop publishing, graphic design, and photo editing skills.

In order to advance in the profession and eventually move into management, professionals need to understand effective graphic design, as well as related design aspects such as typography, paper, color, etc.

Because of the complexity of the software to be learned (some of the hardest programs in the world), you need to devote time to learning the software out of class and on your own via seminars, books, online training, and video tutorials.

**Objectives**

- To learn how theory informs practice.
- To learn the core features of InDesign, Illustrator, Photoshop, & Acrobat.
- To learn principles of effective graphic design.
- To learn principles of effective typography.
- To learn principles of effective photography.
- To learn how to obtain and manipulate graphics and images.
- To learn aspects of effective message design including the use of symbolism and imagery.
- To learn how to scan documents and create PDFs.
- To build graphic design skills through theory, model, and practice.
- To reinforce AP style.

**Note Carefully:** Learning to be an effective writer requires the assistance of an editor or “coach” who is willing to tell you what you need to do to improve your writing. Writing is a skill that takes years to hone. I strongly encourage you to take advantage of office hours and to come by and see me as often as you can. Even if all we do is talk about current events (I hate sports, we will not talk sports), I can get to know you and get a better feel for your strengths and weaknesses and how to make you a better writer. You can better understand what I expect on class assignments and how to do well. Come see me at least a few times throughout the semester.

Principles of effective design underlay all effective publication. Public Relations publications will guide you through the process of learning how to create effective public relations documents in all areas: public relations, journalism, advertising, book publishing. We teach design skills that apply in every context. Do not expect the course just to be about mastering software

### Miscellaneous

- **Come up with a method to help me remember your name.**
- *Spell-check your work! Having even one spelling error will result in a zero on the assignment.*
- All readings should be completed for class on the date indicated.
- Late assignments will be discounted 10% per *calendar day*. After five days, they will not be accepted.
- Assignments are due at the start of class. Bring assignments to class printed and ready to go; do not attempt to print your work off before class begins unless you arrive very early. If you do not have an assignment ready, do not skip class! Come to class anyway and turn the assignment in later that day or the next day. The grade reduction will be the same. No need to miss any class.
- No assignment will be accepted via e-mail. In an emergency, or in the case of a late assignment, an e-mail version may be submitted to prove that your assignment was completed and in on time, however, a printed copy must be provided the next class day or the assignment will not be graded, and will begin losing points for being late. I will also compare the copies to ensure that you are submitting the final draft on time.
- All assignments should be printed (in color if appropriate), spell checked, and proofread.
- Come see me in office hours with questions or for feedback *before* assignments are due. Office hours are there for you; you pay for them so use them.
- Missed exams cannot be made up for any reason.
- Exams may only be taken early with prior permission.
- Familiarize yourself with Associated Press (AP) style and follow it for all assignments.
- **NB:** *Having even one spelling error will result in a zero for that assignment.*

### Required Texts (Plus readings distributed via Learn.OU.edu)

- Christian, D., Jacobsen, S. & Minthorn, D. (Ed.) (2010). *The Associated Press stylebook and libel manual and briefing on media law with internet guide and glossary*. New York: Associated Press. ISBN: 0917360508. \$11.75 for the spiral bound book (recommended) or \$25 for online access.
- Kent, M. L. (2011). *Public relations writing: A rhetorical approach*. Boston, Pearson/Allyn & Bacon. Bookstore.
- Krause, J. (2004). *Design basics index*. Cincinnati Ohio: How Design Books. ISBN: 1581805012. \$9.58 and up. Go to <[www.bigwords.com](http://www.bigwords.com)> and type in the ISBN
- Strizver, I. (2001). *Type Rules*. Cincinnati Ohio: North Light Books. ISBN: 1-58180-047-9. Must buy used: \$3.65 and up. Go to <[www.bigwords.com](http://www.bigwords.com)> and type in the ISBN
- White, A. W. (2002). *The elements of graphic design: Space, unity, page architecture, and type*. New York: Allworth Press. ISBN: 1581152507. \$8.49 Go to <[www.bigwords.com](http://www.bigwords.com)> and type in the ISBN

## Class Policies

### Formatting and Writing Expectations

Do not lose sight of the big picture. Just because you are creating a document in *Photoshop* with an analysis memo, does not mean the memo is unimportant. Public relations is characterized by effective writing. As a result, professional writing standards are expected on all assignments. Professional standards include: correct grammar, spelling, punctuation, and careful proofreading. No spelling errors are allowed. *Having even one spelling error will result in a zero for the assignment (even in 3433)*. Create your text in a word processing program, spell check it, and *then* place it into another document.

Most professional documents are intended to be “final draft,” which means that they are single spaced, printed at smaller type sizes, etc. This syllabus, for example, is single-spaced, as are the textbooks for the class, brochures, newsletters, etc. When you are *preparing* text for a document, the manuscript is typed at a standard font size and is double-spaced to facilitate editing. Thus, written assignments like memos (with the exception of news releases which are *always* double-spaced), should include two copies of the assignment. One copy will be final draft quality, printed in color, etc., the other copy should have just the text, be double-spaced (27 lines-per-page), have one-inch margins all around, and be printed in Bookman or Bookman Old Style 11 pt (not 12 point).

***Never use Times or Times New Roman, for any assignment.*** Times is difficult to read. I will not accept it, and your assignment may be late after I send you it back to be fixed.

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## **Attendance Policy**

In the business world, attendance is an important aspect of professionalism. Indeed, “just showing up” is sometimes the most important aspect of job performance and can mean the difference between a promotion or a layoff. You should make an effort to come to every class.

Oklahoma University’s attendance policy reads as follows: “A student is responsible for the content of any course in which he or she is officially enrolled. The establishment of a specific policy concerning class attendance requirements, as well as announced and unannounced examinations, is the responsibility of the individual instructor.” *In other words, having an attendance policy is the instructor’s prerogative.* The Strategic Communication faculty endorse a strict attendance policy in order to provide continuity in classes and maximize the learning opportunities for all students.

**Details: *Be aware that because of the nature of this combined class, every absences is an absence of two classes or one week.*** You may miss one class (equivalent to one week of class) without penalty. If you miss a second class, your final grade will be reduced by 10%. *Missing a third class will result in a failing grade for the course.* The same policy applies to both classes. In other words, it starts over again after spring break. *There are no excused absences.* Being sick, getting in an automobile accident, having your car break down, going on a job interview, attending an extracurricular event or conference, going to a funeral, getting arrested, etc., will not be excused. *Coming late or leaving early 2 times equals an absence.*

If you must miss class for a university-sanctioned event, please be prepared to make up the missed class during office hours. I *may* consider non university-sanctioned events if they are relevant to your academic major/minor, if you come see me at the beginning of the semester, and if you prepare a memo requesting release for the activity. The only activities officially excused by OU are Debate, and NCAA related events for staff, athletes, and other support staff. Go figure.

*You do not have to ask permission to miss class, nor do you need an excuse—although providing one is a professional courtesy. You can miss one class without penalty and one more with a grade penalty. Use them wisely.*

**Note:** if you experience a death in the family or have a long-term or chronic illness (Mononucleosis, Pneumonia, Lyme disease, etc.) which prevents your from coming to class for more than seven to ten days, you are advised to drop the course. The registrar’s office has a procedure for compensating students who experience serious illnesses, deaths in the family, etc. There is no reason to sacrifice your education and fail my class if you are ill, etc.

The only activities that I will excuse, besides religious holidays, are *academic* conferences (PRSSA, IABC, NCA, ICA, etc.) in our area, if you have a paper, and jury duty (and only if you are on a jury—some notice from the court will be required).

If you plan to miss a day because of a religious holiday, you should tell me early in the semester what day(s) you will miss. Prepare a one-page memo indicating the religious holidays and dates that you will miss. Notifying me the day *before*, or the day of, a religious holiday is unacceptable. All religions know the dates of religious holidays several weeks or months in advance.

## **Plagiarism Policy**

Plagiarism is the unauthorized or inappropriate use of the words or ideas of others. Plagiarism occurs when written or spoken material is borrowed (even from oneself), in whole or in part, and passed off as

original by a writer or speaker. Plagiarism includes, but is not limited to, presenting someone else's ideas, speech, presentation, essay, book review, or news release as original. Plagiarism also includes failing to document or cite the source of word-for-word or paraphrased material in oral presentations or written assignments. *It is my policy to pursue plagiarism vigorously, to fail students who plagiarize for the entire class, and to report cases of plagiarism to the university administration.*

The University is an academic community of scholars. Academic dishonesty is a very serious offense against the integrity of this community and will not be tolerated. All academic work submitted by you is assumed to be your own *original work* and to contain your own thought, research, and self-expression. Work that borrows the ideas, organization, or wording, from others must be properly acknowledged. Similarly, work that was conducted for another class should not be passed off as original.

*Additionally*, anytime a student or professional attempts to deceive another by pretending to do work, or take credit for work that s/he did not actually complete, including changing the font size or style, triple spacing, claiming to have submitted an assignment on time that the professor must have "lost" etc., s/he is engaging in academic dishonesty or "cheating." What you are attempting to do is no different than copying from someone else's test. The consequences of this will be just as serious as plagiarism.

**NB:** Many students are caught each semester and failed for plagiarism. If even one student in one hundred cheats, the number is too high. As you all know, the number is much higher than that. For students planning to graduate, plagiarizing an assignment is quite possibly the stupidest thing they could do. Do not engage in plagiarism in any form. If you are ever unsure of what constitutes plagiarism, ask me or someone else in the department. At the very least, send an e-mail out to me at two in the morning with your question to CYA and explain what you will do to try to be accurate with your citations. When you enter the business world, plagiarism will not only get you fired, but also may ruin your career and get you sued, depending upon what ideas/content you steal.

There is a very simple rule to follow in order to avoid plagiarism and never get in trouble. ***Cite everything that is not your own words or idea.*** If you know that someone else said it, wrote it, or thought it, anywhere, even someone at a party, cite the source. Do this and you will never get in trouble for plagiarism.

#### **OU's ACADEMIC DISHONESTY STATEMENT**

All work submitted for this course must be your work. All sources used for information must be properly cited. Students should adhere to the *A Student's Guide to Academic Integrity* as defined by the office of the Senior Vice President and Provost at [www.ou.edu/provost/pronew/content/integritymenu.html](http://www.ou.edu/provost/pronew/content/integritymenu.html):

"Academic misconduct includes, but is not limited to, cheating, plagiarism, fabrication and fraud. *Cheating* is "the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration." *Plagiarism* is "the representation of the words and ideas of another as one's own." Examples include: excluding others or claiming the work of others as one's own; presentation of the same material as original in more than one publication; inclusion of individuals as authors who have not made a definite contribution to the work published, and submission of multi-authored publications without the concurrence of all authors." *Fabrication* includes "the falsification or invention of any information or citation in an academic exercise." *Fraud* includes "the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed in one class for credit in another class" (OU Faculty Handbook, 2005).

#### **School Closings, Swine Flu, School Crises, etc.**

Since school closing because of illness or weather are essentially unpredictable, my grading policy is as follows: *If school is cancelled or delayed beyond the end of the normal semester for whatever reason, weather, crisis, disease outbreak, terrorism, etc., your final grade will be based on whatever work you had submitted up to the time of the closure announcement. Any late work that is not in by the closure date will not be factored into your grade. However, work due on the day of the closure may be submitted electronically until midnight. In other words, be sure to do your best on every assignment.*

## **Diversity and Ethics Policy**

The University of Oklahoma and the Gaylord College respect diversity in all of its forms: race, sex, gender, age, religion, political orientation, country of origin, economic status, etc. Everyone in the United States has a right to their opinion and should feel comfortable expressing their opinion. As citizens, we are under no obligation to agree with what others believe, however, we must, as a civil society, support people's right to worship, act, look, and think, as they want. In this classroom, we will not tolerate any mistreatment of others because of how they look, what they believe, where they come from, or because of a lack of knowledge or skills. The only thing that we will not be tolerant of is a lack of ethical and moral fiber. As Donald M. Erb wrote:

“Do not be tolerant of misrepresentation, of superficiality, of the parading of false issues as though they were real issues. Tolerance does not extend to intellectual dishonesty or ineptitude.”  
***Plaque in the Erb Memorial Union, Univ. of Oregon, 1990***

## **Technology Policy**

I taught a professional Master's course in Prague a few years ago in which I had the Iranian “Charge D’Affaires,” Hossein Rezvani, essentially the Ambassador to the Czech Republic, in my class. At the beginning of class, Rezvani would turn off his cell phone, as would every student. More recently, while lecturing in Virginia to the U.S. Defense Information School (DINFOS), every officer in the class (Captains, Majors, Colonials, etc.) turned off his/her cellular telephone before class started. When I attend professional meetings and conferences with leaders in business and communication, professionals also turn off their telephones. Ambassadors, military officers, and professional communicators are more important than you and I are, and yet, they respectfully turn off their cell phones during classes and professional meetings. Since you all want to be professionals some day, you should behave as one now. If you want to know the time, buy a watch, but do not use your cellular telephone as a clock, do not check your messages during class, and be sure that your telephone is turned *off* before class.

## **E-mail and Communication Policy**

I check e-mail regularly each weekday and once each weekend day (sometimes more frequently). You should treat any e-mail to me as a professional correspondence. All communication should include your name, your class, and a clear, professionally worded, message.

## **Grade Questions Policy**

If you have concerns about a grade, I expect you to explain your question in writing (memo form). Please outline your concern and provide evidence to support your claim (e.g., “On p. 65 of the textbook it says...” or “On the assignment sheet you said we should...”). **You need to wait 24-hours before inquiring about any exam grade.**

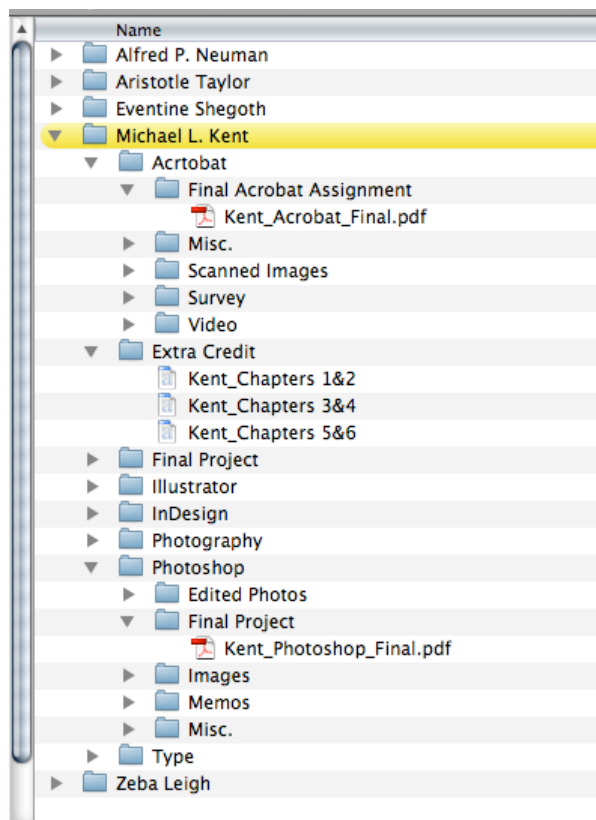
## Assignments and Descriptions: JMC 3223/3433: Public Relations Writing & Publication

Assignments (Writing)	Points
Your Choice I (up to three of them, total of 20%)	_____ %
Your Choice II	_____ %
Your Choice III	_____ %
Social Media Writing Assignment (activity and analysis)	10%
Presentation on Social Media w/ Visual Aids & handouts (different doc.s)	10%
Feature Story—2,500 words (three drafts: 0/5/5)	10%
Media Kit: Cover Letter/News Release/News Release/Fact Sheet/Backgrounder/Photos, (0/10/15%)	25%
Exam I (in class)	10%
Exam II ( <i>take home</i> )	10%
Exam III (in class)	10%
Extra Credit (XC) (Questions on weekly readings written in memo form)	0–5%
<b>Total</b>	<b>100–110%</b>

Assignments (Publications)	Points
Type	10%
Acrobat	10%
Photography/Imagery/Symbolism	10%
InDesign	10%
Photoshop	10%
Illustrator	10%
Exam I (in class)	10%
Exam II ( <i>take home</i> )	10%
Exam III (in class)	10%
Final Project	10–15%
Extra Credit (XC) (Questions on weekly readings written in memo form)	0–5%
<b>Total</b>	<b>100–110%</b>

### Note

- All assignments should be printed in color (you will have access to the color printers in the labs and class), and uploaded to your personal class folder.
- Create folders in your class folders for each assignment (see example at right).
- Inside your personal folders, create other folders. For example, a “Type” folder for the type assignment, and keep everything associated with the type assignment in that folder. Within each assignment’s folder, create subfolders to house related documents, images, drafts, etc.
- In each assignment’s folder, create a folder called “Final” and list the assignment: “Final Type” (“Final Photoshop” “Final Project” etc.), and put whatever the final drafts are for that assignment in *that* folder. (See sample to right).
- Finally, for each assignment, label by name, assignment, and “final”: “Kent\_Acrobat\_Final.pdf” (“Kent\_Type\_Final.pdf”; Kent\_Indesign\_Final.indd).



**Tentative Course Calendar**

**All reading due for the date indicated**

DATE	DAY	ACTIVITY/READING	ASSIGNMENT DUE
Jan. 18	1	<b>Read:</b> Kent: Preface & Ch. 1: Introduction	
Jan. 20	2	<b>Read:</b> Kent: Ch. 2: Rhetoric.....	Begin compiling AP rule definitions for exam
Jan. 25	3	<b>Read:</b> Kent: Ch. 3 Editing/Proofing, Ch. 4 Aesthetics .....	
Jan. 27	4	Activities, <b>Possible Guest Speaker (Visit Agency in Oregon)</b> .....	<b>Your Choice 3</b>
Feb. 1	5	<b>Read:</b> Kent: Ch. 5 Writing for Print..., Ch. 6 Persuasion.....	<b>Exam I (AP &amp; Ch. 1-4)</b>
Feb. 3	6	Activities .....	Feature Story Draft I
Feb. 8	7	<b>Read:</b> Kent: Ch. 7 Basics of Research, Ch. 8 Research Technology .....	Feature Story Draft II
Feb. 10	8	Activities .....	<b>Your Choice 2</b>
Feb. 15	9	<b>Read:</b> Kent: Ch. 9 Speeches/Pres., Ch. 11 International/Intercultural .....	<b>Final Feature Story</b>
Feb. 17	10	Activities .....	<b>Exam II (AP, Ch. 5-9 &amp; 11)</b>
Feb. 22	11	.....	<b>Social Media Group Pres.</b>
Feb. 24	12	<b>Read:</b> Kent: Ch. 10 Dialogue .....	Media Kit Draft I
Mar. 1	13	<b>Read:</b> Kent: Ch. 12 Software .....	Media Kit Draft II
Mar. 3	14	Activities .....	<b>Social Media Paper</b>
Mar. 8	15	<b>Read:</b> Kent: Ch. 13 Ethics/Regulatory .....	<b>Your Choice 1</b>
Mar. 10	16	Activities .....	<b>Final Media Kit   Exam III (TBA)</b>
Mar. 15	17	<b>Spring Break</b>	
Mar. 17	18	<b>Spring Break</b>	
Mar. 22	19	<b>Read:</b> Strizver: pp. intro.-85, <i>Type Rules</i> .....	
Mar. 24	20	Activities .....	
Mar. 29	21	<b>Read:</b> Strizver: pp. 87-153, <i>Type Rules</i> .....	<b>Type</b>
Mar. 31	22	Activities .....	
Apr. 5	23	<b>Read:</b> White, pp. vii-73 .....	<b>Acrobat</b>
Apr. 7	24	Activities .....	<b>Exam I (Type)</b>
Apr. 12	25	<b>Read:</b> White, pp. 75-139.....	<b>Photography</b>
Apr. 14	26	Activities .....	
Apr. 19	27	<b>Read:</b> Krause, pp. 11-153.....	<b>InDesign</b>
Apr. 21	28	Activities .....	
Apr. 26	29	<b>Read:</b> Krause, pp. 154-351.....	<b>Photoshop</b>
Apr. 28	30	Activities .....	<b>Exam II (Design)</b>
May. 3	31	<b>Read:</b> TBA .....	<b>Evaluations   Illustrator</b>
May 5	32	Activities .....	
May 11:		<b>NOT A CLASS DAY</b> .....	<b>Final Projects   Exam III (TBA)</b>

**Your Choice** (15–20% of final grade, must be contracted for and completed)

Examine the list of Writing Activities (below), or identify one of your own from some document you have seen and I can assign it points. You must select from one to three assignments (depending upon how difficult you want each one to be) that you believe will make the class more valuable. Fill in the name or a brief description of the assignment that you want to write and the possible points (see contract on the last page of the syllabus). Note: complex assignments may be done for fewer points (I will adjust what you do) or simpler assignments may be done for more points. The points are just intended to give you a general idea.

**Exams**

Two exams will be traditional, in-class, exams based on class readings and lectures. My exams are hard and to do well you need to have done your readings as well as come to class. I will provide a study guide if you want one—remind me a week ahead of time. The third exam will be a take-home exam, which will involve my giving you a list of several written documents and you creating them over the week of the exam.

**Feature Story**

You will each write a 2,500-word feature story—topic to be assigned. Manuscript to be prepared according to AP style (plain text, double-spaced, no italics, no underlining, no bolding, etc.).

**Topics:**

- |   |  |   |
|---|--|---|
| 1: <u>Prof. Veith's Legislature class</u> | 2: <u>The power of Listservs</u>       | 3: <u>Recent research by Tsetsura</u>           |
| 4: <u>Growth of online publishing</u>     | 5: <u>Role of video in public rel.</u> | 6: <u>The role of Org. Counsel in Pub. Rel.</u> |
| 7: <u>Critical aspects of blogging</u>    | 8: <u>Recent research by Taylor</u>    | 9: <u>The strength of weak ties</u>             |
| 10: <u>Critical aspects of Twitter</u>    | 11: <u>Recent research by Kent</u>     | 12: <u>Value of Photoshop in Pub.Rel.</u>       |

**Group Pres. on Social Media** (25 minutes, with Visual Aids & handouts—both must be different)

Each group will give a 25–30 minute presentation (with visual aids and handouts) on one social media (assigned by me). The goal of the presentation is to for the audience to both walk away understanding the social media assigned (not just how to post messages or pictures but how it works professionally), as well as understanding how to make the most of the social media from the standpoint of an organization or client. For example, my cat can tweet. Knowing *how* to use Twitter on behalf of a client involves a lot more than simply posting short messages. Questions like “When should you post?” “For whom are you posting?” “When should you *not* post?” “Why are you posting?” etc. should be addressed. Presentation handouts must also include an annotated bibliography of scholarly sources—3–5 per group member. Additional information will be provided.

- |                   |                |                    |
|-------------------|----------------|--------------------|
| 1: <u>Twitter</u> | 2: <u>Blog</u> | 3: <u>Facebook</u> |
|-------------------|----------------|--------------------|

**Media Kit**

You will create an **online media kit** that includes the following: a 1-page Cover Letter, two 5–7-paragraph News Releases, a 3–5 page Fact Sheet, a 2–3 page Background, and fifty images. Additional information will be provided.

**Social Media Writing**

The assignment has three parts: (1) You will write content or create content for a new technology or social media (*assigned* by me); (2), you will monitor three RSS/Blog feeds (below); (3) you will write a 5–7 page (of text, d-spaced) critical analysis of the social media/technology (assigned by me) talking about its strengths and weaknesses and how to use it effectively as a communication professional, as well as providing a summary of what you know about technology (you did not know before) after monitoring the three blogs below.

**Technologies/Social Media** (assigned by me):

- |                                |                            |                           |
|--------------------------------|----------------------------|---------------------------|
| 1: <u>Ning</u>                 | 2: <u>ShowDocument.com</u> | 3: <u>Tokbox.com</u>      |
| 4: <u>Wiki (not Wikipedia)</u> | 5: <u>Writeboard.com</u>   | 6: <u>Prezi.com</u>       |
| 7: <u>Skype</u>                | 8: <u>LinkedIn</u>         | 9: <u>CiteULike.org</u>   |
| 10: <u>yugma.com</u>           | 11: <u>TinyChat.com</u>    | 12: <u>Foursquare.com</u> |

**Monitor The following sites for a month** (each day for a month):

- |                          |                        |                        |
|--------------------------|------------------------|------------------------|
| 1: <u>BoingBoing.net</u> | 2: <u>SlashDot.org</u> | 3: <u>TechDirt.com</u> |
|--------------------------|------------------------|------------------------|

**Extra Credit (XC)** (Questions on weekly readings written in memo form)

Any of the nine classes that we have readings due you may submit one of these. The total points will be 1% for each one you submit, up to a total of 5. Basically, if they are long enough (50 or more lines each), and



consist of actual issues rather than quotes from the readings, you will get full credit. Additionally, don't pose questions that are answered in the text like "Kent suggests that there are four components of...what are they?" You are not writing exam questions. Give me five that are long enough, and you'll get full credit. If you give me one that is short, and only receive partial credit, but submit more than the five required, you can still receive full credit. The questions are designed to get you thinking actively about the ideas presented in the readings. Additionally, as you see examples of good and bad writing and design, you should bring those examples to class and submit them for review with your questions. Bringing in excellent examples of written documents to share with the class will also be worth points. Show and tell should take place each class.

## JMC 3433: Public Relations Publications

### Type

**Multiple Parts:** Part one: (1) Select three of your favorite magazines and bring them to me during office hours to examine. Using the one magazine that I select, conduct an analysis of the typography, color, imagery, and grid design. (2) Write a multi-page memo explaining **all** of the design elements (excluding advertisements): type sizes and fonts, placement of images, borders on images or text, grid design, dingbats, types of graphics or illustrations, use of tables/charts, color scheme used, placement and size of advertisements, use of color, type of paper used, etc. Basically, everything. The more thorough the better. After you are done, I should be able to duplicate the design without having to see the magazine. (3) Create one page of your own in InDesign that resembles one of the actual pages from the document but using your own images (or stock photos) and original content. (4) Be sure to include the magazine used for your analysis with your final memo.

Part two: Using samples from five magazines (**to be provided**), recreate perfect samples of the typography: size, leading, spacing, alignment, hyphenation, typeface/font used, colors, headlines, etc. Use InDesign for this assignment.

Part three: (1) Create a type interpretation of your own like the samples **provided**. (2) Using type creatively (as in the **samples**), and placeholder text for the body if necessary, create a feature story spread (one page, or two facing pages).

### Acrobat

Multipart: Part one: (1) Take the travel form, **provided**, scan it, and use the form tools to make the document automatically calculate the math in each section, create text fields, etc. (2) Scan five pages of a current magazine and run OCR and make the text searchable. (3) Redact some text to white. (4) Combine both documents into one document. (5) Use the security features to add a password and prevent printing or extracting pages. (6) Use your last name with an initial capital letter (e.g., Kent) as the password for the assignment.

Part two: In InDesign, create a 2-page, 500-word fact sheet with 5–10 edited screen shots explaining three features of Acrobat not covered in the class assignment. *See me for your features*. Save as a PDF and include both the InDesign and the PDF copies in your "Final Acrobat" folder.

Part three: Using the "File/Create PDF/Merge Files into a Single PDF" command, create one file that combines all of parts one and two from above. Note: you will need to create your merged file *before* you lock the file in part one.

*Note:* you will have three documents in your "Final Acrobat" folder: one document from part one, one document from part two, and one document with the merged files from part three.

### Photography/Imagery/Symbolism

Multipart: Part one: (1) Visit ten stock photography web sites and briefly explain the following in memo form: (A) how do you create an account (create one if it is free)?; (B) can you get comps? (C) which comps free of watermarks?; (D) what do images cost? (spec five images that might be used in a newsletter on each site and get prices); (E) what makes the site unique? (F) Which site(s) is(are) the best? Create a table that compares (3–5) relevant features: quality, prices, etc. Note: create your table as illustrated in the APA manual, do not use excel or table features for this.

Part two: (1) Visit Wiki Images and download two-dozen of the best images ([http://commons.wikimedia.org/wiki/Commons:Picture\\_of\\_the\\_Year/2009/Galleries/People](http://commons.wikimedia.org/wiki/Commons:Picture_of_the_Year/2009/Galleries/People) | [http://commons.wikimedia.org/wiki/Commons:Picture\\_of\\_the\\_Year/2009/Finalists](http://commons.wikimedia.org/wiki/Commons:Picture_of_the_Year/2009/Finalists)). Place these into a grid in InDesign. (2) Next, visit your Facebook page and download two-dozen of the best images from there (your pictures, friends pictures, etc.). Place these into a grid in InDesign. (3) Next, write a memo talking about the basic differences (refer to specific images in your discussion). Note: this is not an opinion question; justify your claims by reference to class readings and through compelling logical arguments. Talk about what makes the "professional" images better/worse? What role do images play in Facebook? Why might an advertiser be interested in using an image from Facebook rather than a professional images? What guides your selection of images in professional documents?

Part three: (3) **Using the fifty images provided**, place them into a four per page grid in InDesign and crop each one to either highlight an interesting aspect of the picture, or make the picture more balanced using the rule of thirds, the golden section, etc. *Details to be provided for all assignments*.

## **InDesign**

(1) Select one of the newsletters **provided** to use as your model. You will recreate this design using your own images and content. (2) Write appropriate headlines and place the text from recent assignments you have written in other classes into your newsletter shell. Use the tools as needed to recreate the design. (3) Insert images into the layouts that you obtain from a stock photography site (comps are fine). (4) Place your text so it wraps around the graphic and has multiple columns—as per the newsletter you have chosen to model. (5) Turn on “inset spacing” (“text frame options,” command/B) for any boxed content. (6) Your document should match *exactly*: same typeface, same type size, same leading, same tracking, same colors, etc. (7) Based on your newsletter, create a set of character, object, and paragraph, styles in InDesign. (8) Create Master Pages for the pages in the newsletter.

## **Photoshop**

(1) Color correct and crop 50 images (provided) using bridge. (2) Complete five tutorials. (3) Repair five Designated Images. (4) Photoshop yourself into and out of three pictures (6 total). (5) Create a Photoshop project like the samples provided (**theme to be announced**).

## **Illustrator**

(1) Complete the illustrator tutorials provided. (2) Write a 500-word audience analysis memo explaining salient features of your family culture (imagery, colors, history, symbols, culture, typography, etc.). Use this analysis to inform your design choices for a family logo/crest. (3) Create dozens (at least 25) thumbnails of possible designs. Using pencil/pen (or paint) and paper, not the computer. Scan these and submit them with your final draft. This is an important part of the design process—do not take this part of the assignment for granted. **Note:** designs *must* follow from your analysis. The two steps of the assignment are intricately related. (4) Select three of the designs that you drew, using Illustrator, turn them into actual logos/crest using the Shape Builder and other tools and create three variations (vary colors, typefaces, etc. do not recreate each logo). (5) In memo form, explain the choices that you made in your designs and how/why your choices are consistent with your analysis. Be sure *all* documents that are part of this assignment are in your class folder when you submit the final drafts.

## **Final Project**

Using InDesign, Illustrator, and Photoshop, you will replicate (in every way) an actual magazine layout (provided by me). Additionally, you will create two pages of original content to accompany the layout. *Details will be provided.*

## **Exams**

Two exams will be traditional, in-class, exams based on class readings and lectures. My exams are hard and to do well you need to have done your readings as well as come to class. I will provide a study guide if you want one—remind me a week ahead of time. The third exam will be a take-home exam, which will involve my giving you a list of several documents and you creating them over the week of the exam.

## **Extra Credit (XC)** (Questions on weekly readings written in memo form)

Any of the nine classes that we have readings due you may submit one of these. The total points will be 1% for each one you submit, up to a total of 5. Basically, if they are long enough (50 or more lines each), and consist of actual issues rather than quotes from the readings, you will get full credit. Additionally, don't pose questions that are answered in the text like “Kent suggests that there are four components of...what are they?” You are not writing exam questions. Give me five that are long enough, and you'll get full credit. If you give me one that is short, and only receive partial credit, but submit more than the five required, you can still receive full credit. The questions are designed to get you thinking actively about the ideas presented in the readings. Additionally, as you see examples of good and bad writing and design, you should bring those examples to class and submit them for review with your questions. Bringing in excellent examples of written documents to share with the class will also be worth points. Show and tell should take place each class.

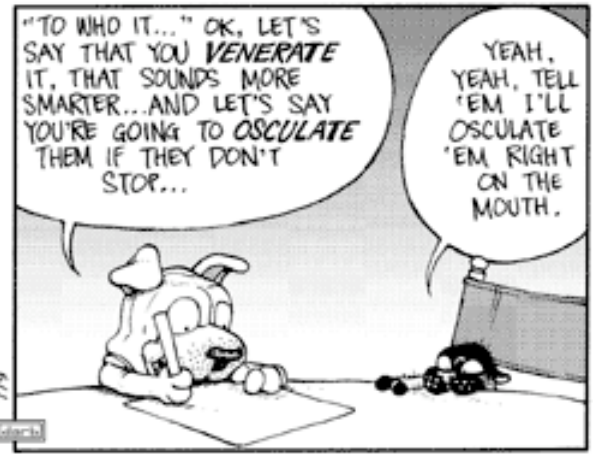
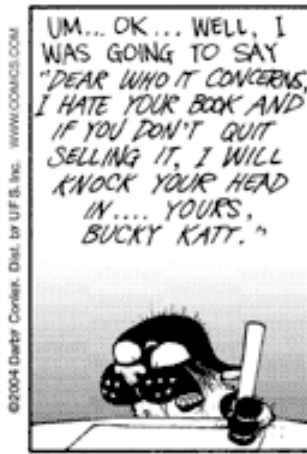
**Sample Points for Writing Activities**

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1. News release (basic 5–7¶ release): 5%
2. Backgrounder: 5–10%
3. Letter (cover, fundraising, invitation, information gathering, pitch, recommendation, solicitation, thank you, etc.): 5%
4. Fliers (tent signs, name badges, event signs, etc.): 5%
5. Advertising copy (more than a few sentences, like an issue advertisement): 5%
6. *Design* a poster, banner, billboard, transit sign, advertisement, etc.: 5%
7. Write a series of PSAs (10, 20, 30, 60 second): 5%
8. Write a memo: 5%
9. Pamphlet: 5–10%
10. Create/design infographics: 5–10%
11. Create/design stationery/business cards: 5–15%
12. Create/design a Bulletin/Program: 5–10%
13. Meet/Interview community leaders, government officials, journalists, politicians, professionals/experts, etc.: 5–20% (depending upon how many)
14. Design a direct mail package: 5–10%
15. Take photographs, or oversee a commission for an illustration or artwork: 5–10%
16. Write a feature story: 10%
17. Create a fact sheet: 10%
18. Organize a speakers bureau or ongoing event (Blog, Web site, etc.): 10%
19. Write/create a brochure: 10–15%
20. Write or deliver a speech or presentation: 5–20% (see below)
21. Write a report: 5–20%.
22. Write a white paper or research paper (position paper): 10–20%
23. Editing/proofreading: 5–20%
24. Design a point-of-purchase display: 5–10%
25. Developing/creating media and informational kits: 5–10%
26. Design/create an online portfolio, website, chat room, knowledge network, etc.: 5–20%
27. Write content for, create/design, etc., a newsletter: 5–20%
28. Plan a news conference or special event: 10–20%
29. Research for a campaign, etc.: 5–20%

**Speeches**

- Biography: 10–20%
- Debate: 10–20%
- Demonstration: 10%
- Informative: 5–20%
- Persuasion: 10–25%
- Persuasive sales: 10–20%
- Special occasion (introduction, motivational, celebration, memorial, eulogy, etc.): 5–20%



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# Get Out of Jail Free

**This coupon entitles the bearer to *one* of the following and must be submitted by the student to be activated.**

**Check Box:**

- Eliminate or reduce a late penalty on *one* written assignment (depending upon the severity of the infraction).
- Eliminate or reduce a time penalty on *one* speech/presentation (depending upon the severity of the infraction).
- Rewrite *one* assignment (not already a 90% or above) within one week of it being returned.
- Make a “deal” with the instructor:**



**Request (be Specific)**

**This card *may not* be used to:**

- Change the date or time of an exam.
- Obtain a makeup exam.
- Obtain additional absences.
- Eliminate an attendance penalty.
- Eliminate a late-to/early-from class penalty.
- Receive credit for work done in another class.

**This offer is subject to change without notice. Coupons must be redeemed at the time of use. This offer is non-transferable and carries no cash value. This offer does not apply to class penalties not listed in this document. The professor reserves the right to revoke this coupon at any time. Void where prohibited by law.**

\_\_\_\_\_  
**Name (print)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Contract****Assignments: JMC 3423: Public Relations Writing**

<b>Assignment</b>	<b>Points</b>
<b>Your Choice 1:</b> _____	____%
<b>Your Choice 2:</b> _____	____%
<b>Your Choice 3:</b> _____	____%
<b>Social Media Writing Assignment</b> (activity and analysis)	10%
<b>Presentation on Social Media</b> w/ Visual Aids & handouts (different doc.s)	10%
<b>Feature Story—2,500 words</b> (three drafts: 0/5/5)	10%
<b>Media Kit:</b> Cover Letter/News Release/News Release/Fact Sheet/Backgrounder/Photos, (0/10/15%)	25%
<b>Exam I</b> (in class)	10%
<b>Exam II</b> (take home)	10%
<b>Exam III</b> (in class)	10%
<b>Extra Credit (XC)</b> (Questions on weekly readings written in memo form) (0–5%)	
<b>Total†</b> _____%	

†: **(Note:** total must equal 100–105%) (Select 1-3 additional writing assignments that are worth 15–20%)

\_\_\_\_\_  
**Full Name (print), as per attendance sheet**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Contract****Assignments: JMC 3423: Public Relations Writing**

<b>Assignment</b>	<b>Points</b>
<b>Your Choice 1:</b> _____	____%
<b>Your Choice 2:</b> _____	____%
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<b>Total†</b>	____%

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\_\_\_\_\_  
**Full Name (print), as per attendance sheet**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**