

August 23–December 15 | T/Th 3:–4:15 p.m. | Gaylord Hall, 1130

Office Location: 3510B Gaylord Hall**E-mail:** MKent@OU.Edu**Office Hours:** Tu, W, Th., 2–3 p.m., and by appt.**Telephone:** (405) 325–7346**WWW:** <http://faculty-staff.ou.edu/K/Michael.L.Kent-1/>**Course Description**

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), students need to be prepared to devote time to learning the software out of class and on their own via seminars, books, online training, and video tutorials.

Objectives

- To learn how theory informs practice.
- To learn the core features of publication software: InDesign, Illustrator, Photoshop, Bridge, & Acrobat.
- To learn the principles of effective graphic design.
- To learn the principles of effective typography.
- 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.

Note Carefully: 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 (start with a sign).***
- *Spell-check your work! Having even one spelling error will result in a zero on the assignment.*
- All readings, assignments, questions, etc. are due by the date indicated.
- Missed quizzes or exams cannot be made up for *any* reason.
- Exams may only be taken early with prior permission.
- Late assignments will be discounted 10% per *calendar day*.
- *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.* 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 also compare the copies to ensure that you are submitting the final draft.
- 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.
- Familiarize yourself with Associated Press (AP) style and follow it for all written assignments.
- ***NB:*** *Having even one spelling error will result in a zero for that assignment.*

Required Texts (plus readings posted on Learn.OU.edu and tutorials posted at: pacesetter.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.
- Krause, J. (2004). *Design basics index*. Cincinnati Ohio: How Design Books. ISBN: 1581805012. \$9.58 and up. Go to <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> 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> 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*. Create your text in word processing programs, spell check it, and *then* place it into another document.

Attendance Policy

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 prerogative of an instructor*. The Strategic Communication faculty endorse a strict attendance policy in order to provide continuity in classes and maximize the learning opportunities for all students.

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. Additionally, attribution theory tells us that even the best employees, professors, or students in the world will be perceived as slackers if they do not come to class or work. Getting good grades on tests and assignments is necessary but not sufficient.

Currently, the taxpayers of Oklahoma fund 50-75% of the actual costs of college. Your tuition and fees only pay for about ¼ of the costs. Because of this, attendance is a required aspect of class just like doing the reading and taking notes. The citizens of Oklahoma do not pay their taxes (and your tuition) so that you can skip class or sleep late.

Class Policy: You may miss one week of classes without penalty. If you miss a third class (on a two day a week schedule), your final grade will be reduced by 5%. If you miss a fourth class, your final grade will be reduced by 10%. *Missing a fifth class will result in a failing grade for the course. 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*.

The only other activities that I will excuse, besides religious holidays, are *academic* conferences (PRSSA, IABC, NCA, ICA, etc.) in our area, 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 months in advance.

Note: if you 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 if you have to miss class.

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

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:

"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. You may not get an opportunity to bring up your grade with a future exam or 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 should 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 other 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 other important leaders in business and communication, professionals also turn off their telephones. I mention this because ambassadors, military officers, and professional communicators are much more important than you and I are, and yet, they respectfully turn off their cellular telephones during classes and professional gatherings. Since you all want to be professionals some day, we expect you to 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.

Cellular telephones, laptop computers, electronic games, and all other electronic devices are not allowed in my classroom. Please turn off computers and cell phones when you arrive—this includes turning telephones to *vibrate*. **TURN THEM OFF.** I will normally remind you at the beginning of class but even if I forget, I expect you to remember.

A cellular telephone going off in class (including on vibrate) will result in a 5% reduction on your final grade.

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.

Do not attempt to discuss grades via e-mail or complain about how hard you worked on an assignment, how much time you spent, how everyone in the class thinks something is unfair, or how shocked and disappointed you are with your grade. Such issues should be raised during office hours in a face-to-face setting.

Grade Questions

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...”). I do not discuss grades on the tests or assignments in our classroom before, during, or after lecture. Please come to my office hours to discuss your grade.

Assignments: Journalism and Mass Comm. 3433: 004: Public Relations Publications
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Assignment	Points
Exam I	10%
Exam II	10%
Exam III	10%
Intercultural Travel Memo	10%
InDesign Assignments (skill building activities + Intercultural Backgrounder)	10%
Photoshop Assignments (skill building activities + Web Photos)	10%
Illustrator Assignments (skill building activities + Logos)	10%
Acrobat Assignments (skill building activities + Interactive forms & combined files)	10%
Typography Assignments (skill building activities + Conference Poster)	10%
Final Project (Cultural Presentation, visual aids, fact sheet, newsletter with feature story, advertisements, etc.)	15%
Total	105%

NB: Because of the built in extra credit, ***Passing Grades (D or better) on all assignments except exams are required.*** You may *not* skip any individual assignment (although you could fail an exam) and pass this class.

Tentative Course Calendar

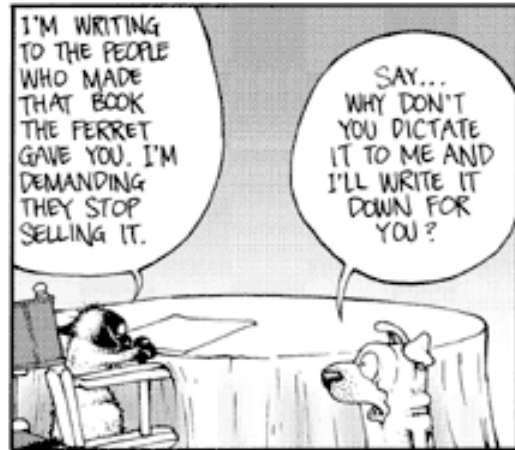
Assignment Due

Date	Day	Activity/Reading
Aug. 24	1	Introduction, Overview, etc. Watch tutorials on InDesign: < pacesetter.ou.edu > before classes begin.
Aug. 26	2	Using InDesign Tools Read: White pp. i-67 Provide list of cultures/co-cultures
Aug. 31	3	Understanding symmetrical/asymmetrical design
Sep. 2	4	Understanding symmetrical/asymmetrical design Read: Kent, Ch. 11 (Learn.OU).
Sep. 7	5	Importing/placing graphics/text Intercultural Travel Memo
Sep. 9	6	Cropping Read: White pp. 67-141; (Learn.OU)
Sep. 14	7	Grids "Objects/Effects"; Package..... InDesign Assignments Due
Sep. 16	8 Exam I (White, Kent)
Sep. 21	9	Read: Krause: pp. i-205 continue reading Kelby & White
Sep. 23	10	TBA
Sep. 28	11	Photoshop & Bridge
Sep. 30	12	Photoshop Read: Krause: pp. 206-351
Oct. 5	13	Photoshop
Oct. 7	14	Scanning Photoshop Assignments Due
Oct. 12	15	Acrobat Read: Meggs & Carter (Learn.OU) Resumes & Portfolios
Oct. 14	16	JMC Banquet (Attendance Required)
Oct. 19	17	Acrobat
Oct. 21	18	Illustrator Acrobat Assignments Due
Oct. 26	19	Illustrator Read: Strizver: pp. introduction-85
Oct. 28	20	Text Wrapping/Scaling Graphics/Stock Photography
Nov. 2	21	Text Wrapping/Scaling Graphics/Stock Photography
Nov. 4	22	Master Pages, Style Sheets, Object Styles Read: Strizver: pp. 87-153
Nov. 9	23 Exam II (Krause, etc.)
Nov. 11	24	Master Pages, Style Sheets, Object Styles
Nov. 16	25	NCA (National Communication Association Conference), No Class.
Nov. 18	26	NCA (National Communication Association Conference), No Class.
Nov. 23	27	Typography..... Illustrator Assignments Due
Nov. 25	28	Thanksgiving Break (November 24-28)
Nov. 30	29	Typography Read: Lupton: pp. 111-173
Dec. 2	30	Pen Tool, Templates, Stationery Typography Assignments Due
Dec. 7	31	TBA and Evaluations (when they are out)
Dec. 9	32	TBA and Evaluations (when they are out)
Dec. 13	Ø	[Not a Class]..... All Final Project Assignments Due (in Drop Box, online) by Midnight
Dec. 15 (Wed)	33	4:30 a.m.-6:30 p.m., Final exam Day Exam III (Comprehensive)

Poster



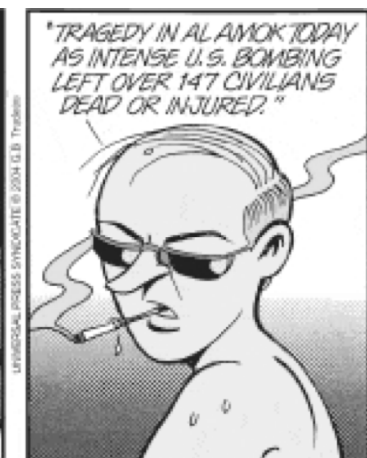
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WWW.UNITEDFEATURE.COM

This assignment is designed to teach you how to create a multi-page memo, as well as how to gather research and apply it on behalf of your organization. Analysis of communication theory, as well as informational communication skills will be built.

Skills: Research, Writing, Analysis, Critical Thinking, Formatting Skills using MS Word .

Due: September 7, Day 5. Bring it to office hours earlier for feedback.

Requirements

- Length: 4–6 single spaced pages with two images.
- Error free and carefully proofread. No spelling errors allowed.
- Format as memo using MS Word; *also* save as PDF when finished.
- Cover all of Hofstede’s areas in regard to your culture.
- Cover all of the following: history, political climate, environmental climate, business etiquette, initial meetings, greetings (kiss, bow, wai, handshake, etc.), introductions, relationships, nonverbals, language (basic words), and money.
- Cover any country specific issues: crime/safety, food/drink, appropriate attire, siestas, transportation, etc.

Turn in a printed, final draft version, of the document the day it is due (Day 5). Have it ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and a .doc (*not* .docx), and upload to the learn drop box for plagiarism detection.

This assignment is intended to get you started using InDesign. You will learn to use all of the tools on the tool pallet as well as several other important program features to create a 2-page document. Begin by reviewing the Pacesetter vides at: <pacesetter.ou.edu>.

Using paper and pencils/pen—not the program itself—design a two page, facing page, layout in which you describe your academic and professional interests. The tone of this back-grounder should be professional (i.e., no contractions, no talk about your dreams or your family, etc.).

Skills: Writing, Software Skills with InDesign, Creativity.

Due: September 14, Day 7. Bring it to office hours earlier for feedback.

Requirements

- Length: Two pages. Two images.
- Error free and carefully proofread. No spelling errors allowed.
- Use all of the tools (text, pen, pencil, type, line, frame, rectangle, ellipse, polygon, scissor, rotate, scale, gradient (several), free transform) several times. (check for new tools on CS5)
- Use **all** of the stroke types, starts, and ends.
- Use “step and repeat” several times.
- Base your design “loosely” on a real magazine layout. Obviously, since I am requiring you to use all of the InDeisgn tools including all of the line ends and starts, you cannot model exactly any real layout. However, be creative in your design and copy the color scheme, placement of graphics, typefaces, etc. It is up to you to find out how to create a specific special effect (talk to me or one of the assistants like **Tara Buhner**).
- Include a copy of your modeled document with your final printed draft.
- Insert at least two graphics using the place (command/D), and turn on text wrap. Place your images so that some text wraps around this graphic(s).
- Create a textbox with two columns and turn on “inset spacing” (“text frame options,” command/B).
- Write 300 words.
- Creativity. Be creative. Although you are modeling a design from some other source, try to be creative with your own ideas as you use model for ideas.

Note: As you work through creating your document, pay attention to the keyboard commands so that you can more quickly locate the program commands. Use my handout as a starting place. **These will be on the test.**

Turn in a printed, final draft version, of the document the day it is due (Day 7). Have it ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

The backgrounder is one of the most common public relations documents. In order to get you started using InDesign, and to allow me to get to know you better, you will create a personal backgrounder to tell me something about yourself.

Skills: Writing, Software Skills with InDesign, placing text, placing graphics, symmetrical/asymmetrical design, guides/smart guides, thumbnailing designs, creativity.

Due: September 14, Day 7. Bring it to office hours earlier for feedback.

Requirements

- One letter size page in length (max.).
- Model your backgrounder on actual backgrounders and include copies of them with your final printed draft—you will create four versions (see below).
- Write 300–500 words about yourself and place into the document in a font no bigger than 10-point. Do not use Times.
- Limit yourself to no more than two typefaces (one is fine).
- Include complete contact information: Full (proper) name, address, telephone, cell, e-mail address (at OU), URL (if applicable).
- Place a headshot (picture) of yourself into the layout. If you do not have one, create a professional looking image on your own.
- *Do not place boxes around anything. No boxes!* Shading is okay if it mimics the design you are modeling.
- Use only the following 5 design elements: three different text boxes with your (1) backgrounder copy, (2) name, and (3) contact information, (4) one graphic, and (5) two rules (lines). If you use color for rules, text, etc., use the same colors in every version.
- Create four versions of your backgrounder (two symmetrical and two asymmetrical) using the same design elements and layout guides on each. Find different models for each layout as well.
- Try to capture the tone of a backgrounder. Notice how the samples are written and work to mimic the tone. These are not written in first person. Backgrounders never include contractions, jargon, or colloquial language. Do not use She..., she..., she..., or he..., he..., he..., over and over. Saying Kent thinks..., Kent believes..., Kent says..., is better writing than saying “he” over and over but use some variety.

Turn in a printed, final draft version, of your documents and samples the day the InDesign assignments are due (Day 7). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

Give some thought to what five images might represent you best. Write 300 words explaining what the five images represent and why they represent you more than anything else.

I expect some thoughtfulness here and creativity. Write as if you were a professional on a job interview rather than writing something for your Facebook page. Rather than “I really like the color pink so I selected this picture of a pink bunny...” you should provide some sort of professional rationale: “Many native American cultures believe that each person has a totem. Similarly, Hindu’s believe that people ‘evolve’ through a series of lives. For me, the rabbit...”.

Skills: How to use text wrapping, how to edit text boxes so that they are more interesting, how to wrap text boxes around images, how to scale and crop images, and how to use stock photography, creativity.

Due: September 14, Day 7. Bring it to office hours earlier for feedback.

Requirements

- At least 300 words.
- Two pages in length maximum.
- Place your text into InDesign in a font no bigger than 10-point. Do not use Times.
- Limit yourself to no more than two typefaces for this exercise.
- Visit one of the many stock photography sites on the Web and download five images that are consistent with the narrative that you wrote, above (I expect to see the watermarks on them, do not use Google Images, etc. for this).
- **Write the narrative and edit it before you go looking for pictures.**
- Locate some examples from books, magazine, brochure, newsletters, posters, etc. that wrap text around graphics and mimic what they do in your layout.
- Arrange the five images along with the picture of yourself that you used in the background exercise, and your text, and use an assortment of text wrapping features (*at least three*) to incorporate the text and images.
- Create an asymmetrical design.
- Since it is illegal in real life to use images downloaded from the Internet for professional purposes, you should obtain all of your images from a stock photography Web site, such as those listed below, or take original pictures yourself. Web images are not legal to use for *any* professional purpose without a signed consent form from the owner of the images.
- Possible stock photo sites: Dreamstime, Fotolia, istockphoto, Photoxpress, Thinkstock, www.queerstock.com
- Do not place boxes around *everything*.
- Use layout guides.

Turn in a printed, final draft version, of your documents and samples the day the InDesign assignments are due (Day 7). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

This assignment is intended to teach you about how to create Master Pages, Style Sheets, and how to use object styles. You will learn how to create and apply a master page as well as how to create a set of typographic styles suitable for use with more lengthy documents like newsletters, booklets, training manuals, etc.

Skills: How to use master pages and style sheets, how to create backgrounder templates, how to use master pages, creativity.

Due: September 14, Day 7. Bring it to office hours earlier for feedback.

Requirements

- Compose a 1,000-word fact sheet based on the country/culture you were given in the first assignment. Locate at least two appropriate graphics (obtained from a stock photography site, original photographs, or a royalty free site like [wiki-images \(en.wikipedia.org/wiki/Wikipedia:Public_domain_image_resources\)](http://en.wikipedia.org/wiki/Wikipedia:Public_domain_image_resources)—include citations if the images are not watermarked).
- Thumbnail a backgrounder design (**before you open InDesign**) and create a “Master Page” template for the backgrounder based on your own design. Be sure to develop your own masthead and design elements.
- Create an asymmetrical backgrounder.
- Create a set of Style Sheets using no more than two font families that include a Headline, Sub-headline, Sub-sub-headline, Body Text, Pull Quote Text, and URLs, and apply your design to your text.
- Save the backgrounder as a PDF and change the style sheets at least three times (saving PDFs each time) to create several sample newsletters using different type styles. Assemble the samples into a single PDF file and upload your PDF file and your InDesign file to the drop box.
- Experiment with different fonts each time: try using only one font family for everything the first time. Try combining two fonts (san serif and one serif), etc.
- **Do not** use any display or specialty fonts like *Carroll*, *Old English*, etc. Use only “conservative” (serif/san serif) type styles.

Turn in a printed, final draft version, of your documents and samples the day the InDesign assignments are due (Day 7). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., *Kent_TravelMemo.pdf*. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

As Krause explains in some detail, colors can be combined in a variety of ways. However, color is not randomly selected. Color palettes can come from many places such as a graphic used in the page layout, organizational colors, seasonal colors, colors thought to represent or express a particular mood, etc.

Skills: To help you understand how to effectively choose color palettes and create effective designs, creativity.

Due: October 7, Day 14. Bring it to office hours earlier for feedback.

Requirements

- InDesign Backgrounder design from earlier in the semester, create a masthead to be a “newsletter from college,” or “friends of x” newsletter. Add a few design elements: rules, shaded boxes, etc. Insert a new photograph.
- Write some new text (enough to fill the page) explaining the various color palettes, which ones work best and why, etc. Create/locate your own examples of each of the color concepts that you discuss and integrate the examples whenever possible.
- Use a 10 pt. font or smaller.
- Apply the following color palettes to your document (**Note: each will be a different document**):
 - Monochromatic (use different hues of one color, not black)
 - Duotone
 - Complementary
 - Split Complementary
 - Triadic
 - Non complimentary (Discordant)

Turn in a printed, final draft version, of your documents and samples the day the Photoshop assignments are due (Day 14). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .PSD document and upload to the learn drop box for plagiarism detection.

Scanning is a fairly common activity for professionals especially when photographs, negatives, or printed documents are the only source available, such as with archived photographs, or when documents need to be scanned and uploaded for research or professional purposes.

Skills: Learn the difference between screen or tonal art, line art, and photographs, as well as understanding how to make decisions about resolution, creativity.

Due: October 7, Day 14. Bring it to office hours earlier for feedback.

Requirements

- Obtain three old family photographs that you are interested in preserving and bring them to class.
- Scan each photograph and save as Tiff files at no less than 300 dpi. Note: a 3x5" color photograph saved at 600+ dpi could take up 50,000k. For this class, do not scan the pictures at that resolution.
- Place the pictures into an InDesign newsletter as a feature story and write 500 words about the pictures placing them into some sort of family context. Note: keep the tone professional—no contractions, no jargon, no colloquialisms, etc.
- Convert the images to be used in a Web version of a newsletter: 72 dpi, etc.

Turn in a printed, final draft version, of your documents and samples the day the Photoshop assignments are due (Day 14). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, Save everything to a CD and turn that in. Upload a PDF of the text document to Learn.

As with the tool activity for InDesign that you conducted early in the semester, this activity is intended to get you up to speed on Photoshop's tool pallet. Although all Adobe products have similarities, Photoshop, as a graphics-editing tool, has many additional tools not found in InDesign or Illustrator such as the "cloning stamp" for copying textures, the "healing brush" for eliminating wrinkles, flaws in photographs, etc. and the "magic wand" tool (also in Illustrator) that makes selecting complicated objects easier. Additionally, Photoshop has dozens of "filters" that are used to create special effects such as blurs, distortions, wind effects, and many artistic effects that can mimic painting.

Skills: You will learn about raster or bit-mapped graphics, as opposed to vector graphics. You will learn how to execute basic photo edits like removing wrinkles and whitening teeth, how to use the "extract tool" to remove unwanted parts of images or move people to different settings, how to use the dodge and burn tools, and several other basic photo corrections. And you will learn how to apply typographic effects in Photoshop.

Due: October 7, Day 14. Bring it to office hours earlier for feedback.

Requirements

- Obtain several old family photographs that contain pictures of more than one person, scan them, upload them to your class folder and have them ready for class.
- Review the Photoshop tutorials on Learn.OU.edu and watch the "You Suck at Photoshop" series (seasons one and two) on: <www.mydamnchannel.com>.
- Repair the photograph(s) provided making an effort to fix all of the flaws or problems that you can identify. Be sure to use as many of the tools as you can, do not use one tool for everything.
- Correct the color, brightness, etc. of the images provided.
- Using the photos that you scanned, add your image to at least three photographs. Then, using the original photographs, remove someone from at least three pictures by covering them with an appropriate object or person, "painting" them out, etc. Do not crop them out; that is too easy.
- Write 300–350 words vividly describing the setting of the photographs. Do not use Times. Note: this description must only be *consistent* with the *images* in the photographs, not the actual situation. I.e., you are showing me that you understand *how* the images might be used, *not* what happened on Christmas 1973.

Turn in a printed, final draft version, of your documents and samples the day the Photoshop assignments are due (Day 14). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .PSD document and upload to the learn drop box for plagiarism detection.

This assignment is intended to get you started with Acrobat. Many people are unaware of what Acrobat had to offer besides PDF files. Acrobat also has editing tools, form tools, security commands that can be used to prevent viewing, opening, or printing files, and a number of other features.

Skills: This assignment will expose you to many of the features of Acrobat so that you can see how it might fit into your workflow.

Due: October 19, Day 17. Bring it to office hours earlier for feedback.

Requirements

- Create a twenty-item demographic information form with check boxes, response fields, and open ended questions.
- Be sure to include complete contact information at the top of this document.
- Record a one-minute video of yourself explaining how to answer the questions on the survey. For class purposes you can do this with a cell phone, digital camera, a computer with a Web camera, etc., or come to my office and use my computer (in real life you would want a high quality camera for this rather than a cell phone) Bring both files to class on a flash drive or send them to yourself so that you can download them in class.
- In InDesign, place the video near the top of the page. Place your contact information to the side of that at the top. Place your survey questions into the remainder of the page. Export this as a PDF document and save.
- Be sure that you set the preferences on the video to play in PDF form.
- Do not place boxes around anything, but you can pattern this after an actual form like a tax form.
- Open the document in Acrobat. Run the form field recognizer. Edit the boxes to allow for responses. Edit text boxes to allow for wrapping and auto adjusting of text.
- Create a second PDF file from a text document that you scan into the computer or downloaded as a jpg. Run the OCR feature and make the entire document searchable. Save this file and combine with the survey into the same PDF document.
- Use the edit tools to redact your telephone number.
- Use the security features to prevent copying or printing of the document. Use your last name (With capital first letter) to create a password and upload the file to the Drop box.

Although you would not create a survey that included redacted information (you would just leave it off), and although you would not typically lock a survey, this activity should give you a handle about how to use these features. Especially useful is understanding how to edit PDFs, how to combine pages, how to reorganize documents, how to integrate form features into documents, etc.

Turn in a printed, final draft version, of your documents and samples the day the Acrobat assignments are due (Day 17). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and upload to the learn drop box for plagiarism detection.

Illustrator is the program of choice for most professionals when creating artwork, vector-graphics, and logos. This assignment is intended to get you started using Illustrator. As you did with InDesign you will create a document using all of the tools on the toolbar. You will also create a series of stylized logos for a group/club on campus that I assign you. (Extra credit if they adopt your logo).

Skills: You will learn to use the pen and pencil tools more effectively, as well as how to stylize text in Illustrator. You will also learn how to use the symbol painter, paintbrush, and other tools to add details and create basic graphics.

Due: November 11, Day 24. Bring it to office hours earlier for feedback.

Requirements

1. Create a 1–2 page tools handout in InDesign explaining how to use each tool on the toolbar and providing an example of its use. See sample. Do not place boxes around anything. Use layout guides. Use Grids.
2. Based on the club or organization that I assign, create a series of logo designs and variations.
 - Begin by writing 300 words explaining what colors, shapes, images, symbols, fonts, etc. might represent the organization you have been given.
 - Next, Review the logos handout on learn. Based on the analysis you conduct, fill a piece of paper with at least a dozen hand drawn (or painted) thumbnails sketches or ideas for logos. (Note: you will scan these and include with your final draft). Show these to a few of your friends and based on their feedback and your own aesthetic sense, select five designs to turn into logos.
 - Next, draw the five logos in illustrator and create at least three different variations based on color, font, or other design elements. Include a 50–100 word description with each logo explaining your design choices and why they make sense in the context of the organization.

Turn in a printed, final draft version, of your documents and samples the day the Illustrator assignments are due (Day 24). Have them ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .PSD document and upload to the learn drop box for plagiarism detection.

JMC 3433: Public Relations Publications: Typography

This assignment is intended to make you more aware of how type can be used to convey a professional message. For this assignment you will be paired off with a faculty member and you will create a poster for an upcoming conference.

Skills: How to use type effectively, how to create large format messages, creativity, informational communication.

Due: November 30, Day 29. Bring it to office hours earlier for feedback.

Requirements

1. Meet with the faculty member you have been assigned and coordinate with him/her to obtain the information needed to create a poster for his/her upcoming conference.
2. Because the pool of potential posters is limited by the upcoming conferences, some of you will be given the same person to work with. Whoever has his/her poster selected for the actual conference will receive 10% extra credit for this type assignment.
3. Examine similar posters and include at least half-a-dozen with your final draft.
4. Create a poster that is 6' x 3.5' (72"x42").
5. Use InDesign for the assignment with support from Photoshop when needed.
6. Limit yourself to no more than two typefaces and/or one type family.
7. Include appropriate images, tables, informational graphics, etc.
8. Write a compelling headline, make us interested, make us want to stop and talk.

Turn in a printed, final draft version, of your documents on tabloid paper (in color) the day the type assignments are due (Day 29)—note: poster samples can be on letter size paper. Have everything ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

JMC 3433: Public Relations Publications: Typography

This assignment is intended to make you more aware of how type can be used to convey a mood or tone. Additionally, this activity is designed to make you more aware of what typefaces are considered “great,” and how to use type more effectively.

Skills: learning to use type as a design element, learning to use space and balance effectively.

Due: November 30, Day 29. Bring it to office hours earlier for feedback.

Requirements

1. Examine the handout on the various typefaces. Select one typeface from your computer and create an original style-sheet for it that includes samples of all of the characters, samples of different type styles in the family (light, book, heavy, italic, bold, etc.), and samples of body text set with the font at various sizes such as in the samples provided. Assemble all of this into a sample InDesign document using a style sheet. *Note: you will be able to use this in the future to output a sample of any font just by changing the font in the style.* Use layout guides and think in terms of “grids.” Length: 2–3 pp.
 - Do not use boxes in your style sheet. You may, however, use whatever seems appropriate in your study.
2. Create a study of one typeface wherein you capture the essence of the typeface (like the samples). Do not use Times. Length: 1–2 pp.
3. Conduct a study of the typography used in a mainstream magazine. Make a copy of half a dozen pages from it where the typography is illustrated the best and attach with your printed assignment. Write a 300–500-word essay commenting on the design choices. Excluding advertisements, how many typefaces are used, what are they, what are the typographic rules (style sheet) of the magazine? How readable is the type? Could the design be improved by changing the typography? What is the type size of the font used? How much leading is used in the typography? How much spacing is applied between text and graphics or between paragraphs and sections? Is the text readable/legible? Basically, tell me everything you can about the typography and design. Memo form.

Turn in all printed, final draft versions, of your documents (in color, if appropriate) the day the type assignments are due (Day 29). Have everything ready before you walk into class. Do not print two minutes before class starts. **Also**, save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .doc or .indd document and upload to the learn drop box for plagiarism detection.

This assignment is intended to make you more aware of how type can be used to convey a mood or tone. Additionally, this activity is designed to make you more aware of what typefaces are considered “great,” and how to use type more effectively.

Skills: Learning to use titling faces, learning how to use leading and kerning properly, learning to use special characters in typesets, using the scanner.

Due: November 30, Day 29. Bring it to office hours earlier for feedback.

Requirements

This assignment will have three parts

First, search through magazines, books, or other pieces of literature to find typefaces that you feel are expressive of six of the following words: Caution, Loathsome, Spite, Apoplexy, Pleasure, Ecstasy, Accord, Turgid, Progress, and Vex. Scan the magazine example onto a single document and label each with the word. **Do not** pick typefaces solely because of the words that they spell. Finding the word “Spite” in some typeface and using it will not count here. Do not assume that because a typeface has been put to a specific purpose that it is necessarily appropriate. Do not pick a green typeface for envy, red for blood, etc. Try to see the typefaces for what they are, removed from the setting they have been placed into.

Second, For each typeface, describe how this typeface would work in your example because of size, color, placement, relationship to other elements, etc. And, for each typeface, give examples of what other types of publications you might use this typeface in (be specific).

Third, conduct a study in type of your own. Select ten typefaces from your computer and place them into appropriate headlines (36 pt., plus). Explain briefly (one paragraph each) how they might be used in an actual publication.

Turn in a printed, final draft version, of your documents (in color) the day the type assignments are due (Day 29). Have everything ready before you walk into class. Do not print two minutes before class starts. **Also,** save your finished document to the student drop box for the class. Name the document according to your last name, underscore, and assignment: e.g., Kent_TravelMemo.pdf. Save document as a PDF and an .indd document and upload to the learn drop box for plagiarism detection.

The final assignment is the most distinctively “public relations” assignment of the semester. Based on the culture you were given in your first assignment, you are going to create a number of materials to accompany an end of semester presentation. The assignment will include the following: Cultural Presentation (7-9 minutes), Banner Poster (B&W or Color, about 3.5x4"–3.5x6"), Fact Sheet (2+ pages, 3+ images), Newsletter with a Feature Story (1,500 words), 2 advertisements.

You will deliver the presentation near the end of the semester (you will sign up for a day). At the presentation you should have cultural images/artifacts, cultural food, and a newsletter (InDesign & PDF) that contains your feature story, fact sheet, and advertisements.

Requirements

Presentation: Create a 7–9 minute cultural presentation telling us about important issues relevant to visiting that culture. Be sure to address issues similar to your cultural memo: (non verbals-/gestures, food, dress, drinks/alcohol, country background, etc.). Make the presentation interesting and go beyond the CIA World Fact Book and Business Etiquette.

Banner Poster: Create a poster publicizing a cultural event relevant to the culture you were given in the beginning of the semester. This could be a holiday, cultural practice, etc. Use this poster as a backdrop to your presentation, along with a few other visual aids (pictures, artifacts, etc).

Fact Sheet: Create a “fact sheet” layout for a newsletter appropriate for people attending your cultural presentation. I.e., design something that would be appropriate for this class but fits into the culture you have been given. See newsletter below for details.

Newsletter Template: Assume two tabloid pages folded and stapled in the middle (8, 8.5x11" pages of content). Create Front and Back covers, inside pages (facing and non-facing), your feature story with artwork, and two advertisements. Include at least 20 possible graphics appropriate to the event as a separate document.

Your newsletter will have front and back covers, your “advertisements,” your fact sheet, and a feature story. If you plan to go over the 8 required pages, fill everything. Thus you need 8 pages, 10 pages, or 12 pages, but no odd number of pages.

- **Submit all documents to me by the day of your presentation.**
- Have everything printed in color, proofread, etc. Upload all of the work files to a folder in your class folder called “Final Activity.”
- Include any thumbnails, sketches, etc. with the final documents.
- Be sure that your newsletter template is in InDesign. You may use Photoshop, InDesign, or Illustrator for the poster.
- Be sure these are error free! Proofread carefully.

Alternatively (with permission), do the same as indicated above, but with the organization indicated below.

Possible organizations

This Semester

1. Atheists Club (OUAC) _____
2. Students for Alternative Energy _____
3. Persian Cat Club _____
4. The Desktop Publishing Club _____
5. Friday Afternoon Club (FAC) _____
6. Professional Writers Club (OUPWC) _____
7. Vegetarian Club _____
8. Hypermilers Club _____
9. OU Greens (Green Party) _____
10. Organic Farmers Club _____
11. Fantasy Role-Players Club _____
12. Safe Sex Club _____
13. The Luddites Club _____
14. Intercultural Communication Club _____
15. The Buddhism Club _____
16. The Audiophile Club _____

Last Semester

1. Cribbage Club
2. Fantasy War Gaming Club
3. Students for Freedom (Underground Magazine)
4. Public Speaking Club
5. Photoshop Club
6. Society for Creative Anachronism
7. Karaoke Club
8. Student Vintners Club
9. Motorcycle Club
10. Inventors Club
11. Curling Club
12. Noodling Club
13. The Left Handed Midget Eskimo Albino Student Union (ala. "Dead Milkmen")

Get Out of Jail Free

This coupon entitles the bearer to one of the following (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 one “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