

**COURSE SYLLABUS**  
**PUR4100: Public Relations Writing**  
**Section 8D67 – Class 13165– Summer C 2021**  
**Class Times: ONLINE 10:40 a.m., Mondays and Wednesdays**  
**(see syllabus for details on WHEN we will meet on Zoom)**  
**Instructor: Tracy Wright, tracyb@ufl.edu**

Office Hours: By appointment

**COURSE OVERVIEW**

Public relations professionals must be strong, polished writers who can work quickly and adapt to changing environments and needs. It is imperative that students recognize the importance of excellent writing for success in both the public relations profession and day-to-day business. In this course, you will master the core qualities of excellent public relations writing and develop the skills to build communications materials for real clients.

This course is centered on you and your needs. As such, the course will provide the opportunity for hands-on learning and real-world applications to help you gain experience and build a robust portfolio that showcases your strategic writing skills.

**The course will include:**

Lectures and discussions, including guest speakers and engaging conversations focused on reading assignments, current news and best-in-class case studies. Reading assignments are included in this syllabus and will be posted online or distributed in class. Please continue to monitor the Canvas site for additional readings than what is included in the syllabus. Students are expected to keep up with the readings and come prepared to discuss these.

Writing assignments, during which you'll apply what we've discussed in class. Over the course of these in-class assignments, you'll develop a series of public relations materials, including news releases, fact sheets, media briefs and more. You will work under tight deadlines that simulate industry environments.

Peer-to-peer collaboration, like that which is required in the professional world. Select assignments will require interactivity and collaboration among students and peer-to-peer critique. You will pair up with your fellow students to complete projects.

You will produce a media kit project for a client of your choice. Most of your writing assignments will be completed on behalf of this client, as you build the media kit for a communications campaign. The client must be an existing, real organization. You do not have to obtain permission from the client or notify them, but you may find it helpful to do so to gain necessary information to complete assignments for this

course. Please notify the instructor before you make contact with the client and cc me on any such contact.

*\* This syllabus is subject to change as the instructor deems appropriate and necessary.*

## **COURSE OBJECTIVES**

In this class, students will master the basic writing skills of public relations professionals to prepare them to meet the demands of today's industry. Students will:

- Recognize the importance of excellent writing for success in both the public relations profession and day-to-day business;
- Learn to write clear, concise, compelling, accurate and logically organized materials and content, following style and grammar rules;
- Develop public relations materials (such as key messages, backgrounders, media briefs, media lists, etc.) that effectively and strategically meet your public relations objectives;
- Understand the purpose of such public relations materials and learn when and how to strategically use these;
- Learn how to tailor communications – including content, style and format – based on your target audiences and public relations objectives;
- Develop and apply critical thinking, listening and professional skills through assignments that mimic industry work with clients and peers.

## **College of Journalism and Communications Objectives**

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

## **RESPECT FOR DIVERSITY**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **PREREQUISITES**

To enroll in this course, you must have completed and received a grade of C or better in PUR3000 (Principles of Public Relations) and JOU3101 (Reporting). Familiarity with visual design is helpful, but not necessary.

## **COURSE MATERIALS**

Students must stay current with all reading assignments, which must be completed prior to class. Students should come to class ready to discuss all assigned readings and share their insights, thoughts and questions. This will count toward the student's class participation grade.

Students may choose to purchase or rent the required course books. Additional required readings may be assigned throughout the course.

### **Required**

- Wilcox, Dennis L., and Bryan H. Reber. *Public Relations Writing and Media Techniques*. 8th ed., Pearson, 2016. (ISBN: 0134010493)
- Kessler, Lauren, and Duncan McDonald. *When Words Collide: A Media Writer's Guide to Grammar and Style*. 9th ed., Cengage Learning, 2016. (ISBN: 1285052471)
- *The Associated Press Stylebook 2020 and Briefing on Media Law*. The Associated Press, 2019. (ISBN: 0917360672)
- Selected other web readings assigned by instructor (check syllabus).

- USB Flash Drive – This will be used to save and back up all writing assignments.

### **Recommended**

- Strunk, William, and E. B. White. *The Elements of Style*. 4th ed., Pearson, 2014. (ISBN: 020530902X)
- Students are also encouraged to read public relations publications (i.e. PR Week, PR News) and stay up to date with current events.

### **COURSE PROFESSIONALISM**

The College of Journalism and Communications is a professional school, and professional decorum is expected at all times. I expect you to adhere to workplace norms of collegial and respectful interaction, as will I.

Students will conduct themselves in an honest, ethical and courteous manner with other students and the instructor, abiding by the UF Student Conduct & Honor Codes.

Students are expected to:

- Arrive on time and remain in class for its duration unless the instructor allows for early departure.
- Not speak when another student or the instructor are speaking.
- Not use cell phones, laptops, tablets or other electronic devices, except as part of in-class assignments. All cell phones and electronic devices must be set on silent during class time.
- Welcome and respect the diverse opinions of their peers and instructor.

Violations of these guidelines may result in being asked to leave the classroom and a lower-class participation grade.

### **ACADEMIC HONESTY**

The work you submit for this course must be your own. You must never use direct or paraphrased material from any source, including websites, without citation.

Citation means providing attribution within the text for any ideas, insights or facts that are not your own. To clarify, you may not copy anything word for word from any source without putting quotes around it and attributing the source. This includes organizations' or companies' websites, internal documents and materials.

For this class, we will use the MLA in-text citation method. You must also list your sources in a bibliography.

All work submitted must be original work for this course. You may not submit anything that you wrote for another class, an internship, as a volunteer or in another academic or professional setting. You may not

submit anything that was written for any purpose other than the given assignment. Plagiarizing another student's work or having another student complete the assignment for you is considered academic dishonesty.

I will handle any incident of academic dishonesty in accordance with the UF Honor Code that provides examples of unethical academic behavior, such as cheating, plagiarism, misrepresentation and fabrication. Any case of academic dishonesty will result in a failing grade for this course. I will follow university guidelines for any offense.

You may review the Student Conduct & Honor Codes here:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>.

### **CLASS ATTENDANCE & PARTICIPATION**

The class attendance and late policy is designed to mimic the professional environment. If you miss important meetings or are consistently late, it reflects negatively on your professionalism and commitment. The same will be applied to the classroom.

I will record two lectures a week that I expect you to watch prior to our class meetings (with the exception of the first class). We will meet at **10:40 am on Zoom on Mondays and Wednesdays** as a class where we will have a class discussion on various topics, your upcoming assignments and quizzes, current events related to our course, and I will field questions and topics. After that point I will stay on the Zoom call for as long as I am needed to field questions.

Attendance will be taken every class, except for those designated as working days or one-on-one meeting days. It is expected that you should be ready to contribute to class discussions and turn on your Zoom camera as much as possible.

If you know you will be absent (i.e. due to a religious holiday or extra-curricular, school-related activity), please notify me as early as possible to coordinate making up assignments. Please do not ask me to review material that I covered when you missed class, unless you missed class due to a serious illness. You may ask your fellow students for class notes and materials at your discretion.

Students should be ready for class by the time class begins. Classes will begin promptly. Any more than two unexcused late arrivals will negatively impact your class participation grade.

Requirements for class attendance, make-up assignments and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **DISCUSSION BOARDS**

Discussion Boards are a key part of this course. Review all module content prior to posting. Then familiarize yourself with the discussion board scenario/question and post your initial discussion item. You are also required to read all and comment on a minimum of two student posts (per discussion board). You must post your initial post before you respond to your classmates' contributions. You will not be able to edit your post, so take time to ensure your post is complete for submission before you officially post.

Discussion Boards will be graded on the following criteria:

Content, Contribution of Original Thought, Connection to Course Material, Spelling and Grammar, and Deadline.

Deadline: First post (addressing the instructor posed questions) will be submitted by THURSDAY at 11:59PM (ET) and the minimum two meaningful responses are submitted before SUNDAY at 11:59 PM (ET).

Discussion Board Grading Rubric: Your discussion grades are two parts: 50 total points for your initial post, 50 points for your responses. Both initial post and responses will be graded on the same criteria.

Discussion Boards will be graded on the following criteria: Content, Contribution of Original Thought, Connection to Course Material, Spelling and Grammar, and Deadline.

### **SUBMITTING ASSIGNMENTS**

All assignments must be “client-ready,” which means they have been proofread, reviewed and formatted so that they are ready to submit to your client – or in this case, to your instructor.

Everything you write for this course must be coherent, logical and carefully edited. Misspellings, syntax and grammatical errors are unacceptable, especially in work by public relations students, and will greatly affect your grade. AP Style guidelines should be followed for all materials.

You must submit all assignments on Canvas as typed, Word documents. I will share best practices for submissions in the first weeks of the course.

- You must add your typed, Word document as a file upload.

Public relations professionals are often bound by tight, important deadlines and missing these can damage their and their clients’ credibility. Late assignments will not be accepted.

Lost files are not an acceptable excuse for late or missing work. Remember Murphy’s Law. Please back up all your files; you may choose to do so on a USB flash drive, Google Drive, iCloud, Dropbox, etc.

### **GRADING POLICY**

Your grade will be determined by performance on writing assignments throughout the semester. There will be one exam in this course and AP Style quizzes will be given throughout the semester.

Final grades will be based on the following scale:

- A 90 – 100 percent
- B 80 – 89 percent
- C 70 – 79 percent
- D 60 – 69 percent

- E 0 – 59 percent

### Components of Your Final Grade

- **Writing Assignments (30 percent)** – There will be several writing assignments on which you will be graded. For select assignments, you will submit the first draft (for in-class critique and revisions) and a final draft. All assignments, including drafts, must be submitted to receive credit. Select writing assignments will be completed and due in class. These will be completed “on deadline,” simulating industry demands.
- **Exam (10 percent)** – There will be one exam. The final exam will require both multiple choice and short-form responses.
- **AP Style and Grammar Quizzes (5 percent)** – AP Style quizzes will be given throughout the semester. I will notify you of the topics with which you need to become familiar.
- **Speech and Mock Interview Presentation (10 percent)** – You will select a classmate to serve as your client’s “spokesperson,” and you will write a speech for your partner to deliver. You will also develop an interview brief, including potential Q&A from media. Your partner will deliver the speech, and after, you will act as a journalist and ask him/her pressing questions. You and the person who delivers your speech will share the same grade for this assignment.
- **Media Kit Project (35 percent)** – This is your final project for the course, and as such, it is weighted heavily. You will complete several components throughout the semester. If you received a low score, this is your opportunity to revise accordingly. I’m available during office hours, one-on-one meetings and working days to answer any questions and provide guidance. A separate rubric will be provided for this project.
- **Class Participation (10 percent)** – Missing class will harm your participation grade, but perfect attendance does not mean you will receive a perfect score. You must be fully present and contribute to discussions to show your understanding of the subject and demonstrate your critical thinking skills. Class participation will also be graded via online discussions. You will have at least one discussion post per week. You must provide a meaningful response that is at least two paragraphs by Thursday of the week and at least two meaningful feedback

### How assignments will be graded

I will grade all assignments on a 100-point scale.

- A 90 – 100 percent – professional and could be published as-is
- B 80 – 89 percent – strong but needs minor revisions
- C 70 – 79 percent – errors need major revisions
- D 60 – 69 percent – needs to be re-written

- E 0 – 59 percent – unacceptable/missed deadline

Below is a general rubric:

- Content (60 percent) – Points are awarded for clear, compelling, accurate and logically organized writing. Points are also awarded for demonstrating an understanding of the assignment.
- Creativity & Strategy (10 percent) – Points are awarded for creative, interesting and strategic work that shows you understand your client and audiences. The writing keeps the reader glued to the page.
- Grammar, Citations & AP Style (20 percent) – These are the basics, including syntax, spelling, grammar, punctuation, AP style and MLA citations.
- Submission & Presentation (10 percent) – All work must be client-ready.

The following will negatively affect your grades:

- Grammatical, spelling or typographical error – 2 points deducted
- AP Style error – 2 points deducted
- Fact error, including misspelling any proper name – 10 points deducted
- Missing citation – 10 points deducted
- Using the wrong format – 10 points deducted

Assignments that do not include citations or are submitted late will receive a 0.

### **OFFICE HOURS, APPOINTMENTS & EMAIL**

Please schedule an appointment with me via email. I am happy to meet after class as needed and depending on availability.

I will also be available to answer questions and provide feedback via email and on Canvas. I will do my best to reply as soon as possible, but please allow up to 48 hours for a response. Please do not email me with a question about your assignment within 24 hours of the due date. If an emergency arises in which you cannot complete your assignment by the deadline, reach out to me ASAP. You may or may not receive partial or full credit.



## **STUDENTS WITH DISABILITIES**

Students requesting classroom accommodation should first register with the Dean of Students Office's Disability Resource Center. The Dean of Students Office will provide an accommodation letter that must be presented to me when requesting accommodation. Students should follow this procedure as early as possible in the semester.

To contact the Disability Resource Center, visit [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) or call 352-392-8565.

## **ONLINE COURSE EVALUATION POLICY**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Important Dates:**

Classes begin: May 10

Classes end: August 6

### **Holidays:**

May 31: Memorial Day

June 21-25: Summer Break

July 5: Independence Day observed

## **Course Content and Schedule**

### **Week 1: May 10-14**

#### **May 10- Introduction to Course**

- Instructor introduction
- Course Overview
- Review syllabus and all relevant course materials
- Overview of class project and CSR
- Introductory discussion due May 16

## May 12- MODULE 1- Getting Organized for Writing and Persuasive Writing

- Class Lecture and Discussion: Getting Organized for Writing and Persuasive Writing
- Continue overview of class project
- Client Discussion and Corporate Social Responsibility

### Read:

- Chapters 1 and 2, Wilcox, Dennis L., and Bryan H. Reber. Public Relations Writing and Media Techniques: Getting Organized for Writing and Becoming a Persuasive Writer
- Chapter 1 of Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style.
- ["How to Write a PR Proposal"](#)
- [What is Corporate Social Responsibility?](#)

### Assignment:

- Prepare two paragraph proposal on client selection with partner due May 14 on Canvas
- Mock Client Email (professionalism/business communications) due May 19 on Canvas

## May 17: MODULE 2- Business Communications

- Class Lecture and Discussion: Business Communications
- Client Selection

### Read:

- [Improve Your Public Relations Writing with These Tips](#)
- "Public Relations Writing & Media Techniques" – pg. 232-240 ("Writing Email, Memos and Proposals" – Only the email and memorandum sections)

### Assignment:

- Work on draft of Client Email (feedback can be sought via instructor)
- Work on two paragraph client proposal with partner

## May 19: Module 3: Research and Planning and AP Style

- Creating your AP style basics cheat sheet
- AP Style discussion
  - Module 3 Discussion due May 20 and response due May 24

### Read:

- [6 Steps To Decoding Your Target Audience – by Jason Demers for Forbes \(~8-min. read\)](#)
- [10 Ways to Learn About Your Target Audience – by Jason Demers for Entrepreneur \(~7-min. read\)](#)
- [PR Pros Guides to AP Style](#)

#### **May 24 MODULE 4-Word Choice and Style**

- Class Lecture and Discussion
- Work on research assignment
- More CSR discussion/Analyze case studies in groups
- More work on AP Style cheat sheet
- Study Guide for Quiz

#### **Read:**

- When Words Collide – Chapter 2 – “10 Little Secrets, 10 Big Mistakes”
- When Words Collide – Chapter 3 – Parts of Speech, Part 1: The Verb is THE Word
- When Words Collide – Chapter 4 – Parts of Speech, Part 2: Completing the Picture
- [PR For A Purpose: Bringing Corporate Social Responsibility Back To Basics](#)

#### **Assignments:**

- Client research assignment (due May 26)
- Study for Quiz
  - Study Guide:
    - AP Style Cheat Sheet
    - Grammar tips
- CSR plan with partner (due June 2)

#### **May 26- MODULE 5: Message Strategy, Storytelling and Branding**

- Class lecture and discussion
- Message/storytelling exercise
  - 6-word stories
  - Work on key messages with partner
- Turn in Research assignment on Canvas
- Quiz #1
- Q&A about CSR plan
- Module 5 Discussion; first post due May 27; two reactions due May 30)

#### **Read:**

- [Key message development: Building a foundation for effective communications](#) – by Debbie Wetherhead for PRSay (~4-min. read)

- [The science of what makes people care](#) – by Ann Christiano and Annie Neimand for The Stanford Social Innovation Review (~28-min. read)
- [How to Create Compelling Key Messages](#)
- [Six Word Stories, Statements and Exclamations: a Journaling Exercise](#)
  - Think about your 6-word story and write something. Be prepared to share in class.
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#### Assignments:

- CSR plan with partner (due June 2)
- Key messages (Due June 7)

#### June 2: Module 6: Understanding the media, what's newsworthy, creating news

- Class Lecture and Discussion
- Quiz 2 Study Guide

#### Read:

- Chapters 3 and 4, Wilcox, Dennis L., and Bryan H. Reber. Public Relations Writing and Media Techniques, Finding and Making News and Working with Journalists and Bloggers
- [The importance of empathy in media relations](#) – by Michael Smart for PRsay (~2-min. read)
- [How to uncover great story ideas](#) – by Michael Smart for PRsay (~3-min. read)

#### June 7: Module 7: 7.1 Writing for the Media: News Releases

- Class Lecture and Discussion
- News release exercise
- Begin to formulate news release with partner
- Key message peer review
- Quiz 2 study guide
- Module 7.1 Discussion; First post due June 10, Two reactions due June 13

#### Read:

- Chapter 5, Wilcox, Dennis L., and Bryan H. Reber. Writing the News Release
- [Nine Tips for Writing an Effective News Release by Chris Richardson](#)
- Commonly confused words cheat sheet **(NEED TO CREATE THIS IN CLASS)**
- Quiz 2 Study Guide
- [7 Top Tips for Editing your News Release by Emma Curtin](#)
- [10 Knock-Their-Socks-Off Press Release Headline Writing Tips in Comms Best Practices](#)
- [Top 34 Press Release Examples from the Pros by Kristi Brown](#)

#### Assignments

- Work on news release (due June 14)

### **June 9: Module 7: 7.2: Writing for the Media: Fact Sheets, FAQs & Media Advisories**

- Class Lecture and Discussion
- Fact Sheets and Media Advisories
- News release due June 14
- Quiz 2

#### **Read:**

- “Public Relations Writing & Media Techniques” – pg. 97-105 (“Preparing Fact Sheets, Advisories, Media Kits & Pitches”)
- Check out some organizations' fact sheets here and be prepared to discuss:
  - [American Airlines](#)
  - [Starbucks](#)
  - [Coca-Cola](#)
  - [University of Florida](#)

#### **Assignments**

- Media advisory (due June 16)

### **June 14: Module 7: 7.3: Writing for the Media: Pitch Letters & Media Lists**

- Class Lecture and Discussion
- Pitch Letter and Media List
- Media Advisory peer review

#### **Read:**

- “Public Relations Writing & Media Techniques” – pg. 105-112 (“Pitching a Story”)
- [The 7 Ds of PR outreach: Creating a media list that actually works](#) – by Ashley Halberstadt for Hubspot (~5-min. read)
- [Pitch imperfect: PR's lost art](#) – by Peter Himler for PRWeek (~8-min. read)
- [Sorry not sorry: Cold pitching requires a new attitude](#) – by Michael Smart for PRsay (~3-min. read)

#### **Assignments:**

- Pitch Letter and Media List Due June 28

### **June 16: Module 7: 7.4 Writing for the Media: Speech Writing and Presentations**

- Class Lecture and Discussion

- 5-minute speech assigned (due July 7)
- Work on and Peer review of Pitch Letter and Media List
- Work on 5-minute speech (time permitting)

**Read:**

- “Public Relations Writing & Media Techniques” – pg. 245-257 (“Giving Speeches and Presentations” – stop in the section about being a panelist)
- [6 tips for writing a persuasive speech \(on any topic\)](#) – by Adam Frankel, former senior speechwriter for President Obama, for TIME (~4-min. read)
- [10 keys to writing a speech](#) – by Jeff Schmitt for Forbes (~8-min. read)

**Assignments**

- Pitch Letter and Media List Due June 28
- 5-minute speech due July 7

**June 28: Module 7: 7.5: Writing for the Media: Writing Opinion Pieces**

- Class Lecture and Discussion
- Op/Ed Assigned
- Speech Assignment discussion
- Module 7.5 Discussion: First post due July 1, two reactions due July 6

**Read:**

- “Public Relations Writing & Media Techniques” – pg. 127-130 (“Writing Opinion Pieces)
- When Words Collide: Chapter 8- Clarity and Conciseness
- When Words Collide: Chapter 6- Making the Case for Agreement

**Assignments**

- Op/Ed due July 2

**June 30: Module 8: Preparing for Interviews: Interview Briefs & Media Trainings**

- Class lecture and discussion
- Interview brief and mock interview assigned
- Work on Op/Ed /peer review
- Quiz 3

**Read:**

- “Public Relations Writing & Media Techniques” – pg. 258-262 (“Being a Good Panelist” and “Speaker Training and Placement”)
- [How to prepare and coach executives through media interviews](#) – by Brian Conlin for Cision

### **Assignments**

- 5-minute speech due July 7
- Interview brief and mock interview due July 12

### **July 7: in-class speeches**

### **July 12: mock interview presentations**

### **July 14: Module 9: Multimedia Assets: Photos, Captions and Infographics**

- Class lecture and discussion
- Photo shot list
- Quiz 4 study guide

### **Read**

- “Public Relations Writing & Media Techniques” – pg. 132-149 (“Publicity Photos and Infographics”)
- [10 tips for improving your photos and videos](#) – by Russell Working for PRSay (~5-min. read)
- [Why Photo Captions are Important](#)
- [The Ultimate Guide to Writing Good Instagram Photo Captions](#)

### **Assignments**

- Photos and captions due July 16

### **July 19: Module 10: Intranets, Newsletters and Brochures and Internal communication**

- Class lecture and discussion
- E-newsletter assigned
- Work on Photos and captions/ peer review

### **Read**

- “Public Relations Writing & Media Techniques” – pg. 150-173 (“Radio, Television and Online Video”)

## Assignments

- Photos and captions due July 16
- E-newsletter due July 23

## July 21: Module 11: Social Media and Public Relations Writing

- Class lecture and discussion
- Social Media Plan Assignment
- Quiz #4

Module 11 Discussion: First post due July 22 and two reactions due July 25

### Read:

- “Public Relations Writing & Media Techniques” – pg. 194-210 (“Social Media and Mobile Apps”)
- [6 ways social media changed public relations](#) – by Jim Dougherty for Cision (~8-min read)
- [How to Build Your Social Media Marketing Strategy](#)– by Brent Barnhart for Sprout Social (~15-min. read)
- [How to Create a Social Media Plan that Works](#)- Post Planner.com

## Assignments

- Social Media Plan due July 26

## July 26: Module 12 Social Media Influencer

- Class lecture and discussion
- Work on Social Media Plan/Peer Review: Social Media Plan
- Assign Influencer Brief

### Read:

- “Situational Influence: A New Model for a New Era,” by Brown and Fiorella, in *Influence Marketing* (posted on Canvas)
- [Five Key Trends Shaping Influencer Marketing In 2019](#)- Forbes (~4 min read)
- [5 mistakes for brands to avoid when choosing a celebrity endorser](#) – by Janet Comenos for Adweek (~4-min read)
- [How to hire an influencer for your business](#) – by Mark Schaefer, Grow (~8-min. read)



## **Assignments**

- Social Media Plan due July 26
- Influencer Brief due July 28

## **July 28: Module 13- Writing for the Web/Resume Workshop**

- Course Lecture and Discussion
- Assign Writing for the Web
- **Resume Workshop and Thank You Emails**

## **Read:**

- “Public Relations Writing & Media Techniques”- pg. 175-192 (“Websites, Blogs and Podcasts”)
- [The Internet is changing the PR industry](#)
- [How to Write a Resume for Public Relations](#) From Everything-PR.com
- [A Resume Refresh](#) (from MyPRSA Publications)
- [Thank you email after an interview examples](#) – by Alison Doyle for The Balance Careers (~6-min. read)

## **Assignments**

- Writing for the Web due August 2

## **August 2: EXAM**

## **August 6: MEDIA KIT DUE**