WR 414 ADVERTISING AND PUBLIC RELATIONS WRITING (4)

- The on campus version combines 3 hours of class time in class plus 1 hour of online lecture in Blackboard per week (4 credits.)
- The Ecampus version includes 120 hours of instruction per term for 4 credits, including the online interactions and required field trips/lab work.

This sample syllabus is for the campus sections. A similar syllabus exists for the Ecampus sections.

Instructor Information
Instructor: Jillian St. Jacques
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Office Phone: (541) 737-1662
In-Office Hours: TBA
Skype Office Hours: TBA for Ecampus.
Also available for office hours in person or Virtual Office chat in Blackboard by appointment (book at least 5 working days in advance)

Course Description
Writing news releases, annual reports, brochures, newsletters, and other PR materials. Writing advertising copy. PREREQS: WR 121 and Upper-division standing.

Required Textbooks

Required Digital Learning Resources
PR Insider webcasts with Maureen Keddes: http://www.voiceamerica.com/show/1409/pr-insider-with-your-host-maureen-keddes

Course Hours and Requirements
Because this is a four-credit course, students will have weekly two-hour required activities in addition to lecture, including group critique assignments, listening to the 45-minute Maureen Keddes webcasts, formulating action plans for public relations crisis scenarios, and producing portfolio assignments that bundle numerous documents in a packaged kit (see Ad Campaign and Press Kit, below). It is up to each student to fulfill all classroom and team obligations.

Overview
This course will analyze the common ground between advertising – with its television commercials, glossy fashion ads, and pay per click pop-ups – and public relations, with its tactfully poised messages strategized to remedy crisis situations or promote an institution's assets and community goodwill. Although the two fields might seem worlds apart, advertising and public relations share one intrinsic task: deploying rhetorical skills to persuade, convince and motivate their target audiences to take a desired action. To achieve this aim, advertising and public relations professionals avail themselves of any media forms that will get their point across plausibly and expeditiously. This skill set requires proficiency at writing descriptively, quickly and convincingly under tight deadline constraints. Through assembling and critiquing two portfolios – an advertising campaign and a press kit – participants in WR414 will hone their skills at advertising and public relations writing.

Course Learning Outcomes
WR414 participants will learn to—

- Critically assess the use of rhetoric in an array of advertising and public relations materials, as demonstrated through
  - Successful completion of quizzes and critical analyses
  - Online critique of advertising and PR campaign materials
• Compose ad copy in a variety of media, as demonstrated through
  o Critical evaluation of visuals, graphics and the written word
  o Designing a best practices ad kit
• Develop public relations materials, as demonstrated through
  o Designing a set of press releases to address crisis scenarios
  o Creating a set of press releases to relay good news
  o Constructing a best practices press kit
• Distinguish effective advertising and public relations materials in the contemporary marketplace, as demonstrated through
  o Producing critical reports and analyses of advertisements and press materials created by classmates and professionals

Other Requirements

◊ **Blackboard.** This class relies heavily on the use of Blackboard. Students should be familiar with Blackboard and understand that getting the job done on time is their responsibility. Because Blackboard “crashes” from time to time, it’s incumbent on students to download assignments and instructions from Blackboard as soon as possible.

◊ **Late work.** In advertising and public relations, one’s paycheck is contingent on their ability to turn in their copy by deadline. Homework handed in any time after its official collection time will be considered *late work*, and will be automatically docked three (3) points for each class period missed. Blackboard quizzes will not be accepted after the “lock out” period, unless you can document that Blackboard crashed on you. There will be no “make up” assignments given for in-class homework, such as crisis action scenarios, under any circumstances — with the exception of athletes who are away at games (coach’s letter needed). If you cannot bring an assignment in by deadline for whatever reason, *have a friend bring it in for you.*

◊ **Format requirements.** The body copy of all writing assignments (with the exception of advertisements) must be typed using either a Times 12-point font, an Arial 10-point font, or a Helvetica 10-point font. Use black ink and white paper for all writing assignments except ad copy. If a staple is required for an assignment, it will say so on the assignment instructions; if this is the case, then you must staple your work in the upper left-hand corner. Do not substitute paper clips or origami-style folding techniques for staples. All writing assignments should have one-inch margins at the top, bottom and sides, and be typed on letter-sized white bond paper. The standard point deduction for neglecting any of the above conventions is two (2) full points per error, with a standard three-point deduction for neglecting to use spellchecker. Assignments that do not meet format requirements will be returned to the writer, and the rules for late work will apply. This particularly applies to double-spaced copy, if double-spaced copy has been requested.

◊ **Improvement.** I carefully evaluate whether your assignments improve along with your knowledge and ability in this course. As the term progresses, I adjust grades increasingly lower for coursework that continuously contains the same errors (a consistent failure to use spellchecker is a common culprit). Likewise, work that demonstrates improvement will receive magically higher grades.

◊ **Grading.** Because we are working with a numeric grading system that adds up to 100, I use “half points” on numerous assignments (1.5, 2.5, etc). Please refrain from asking questions about your grades by e-mail, as OSU policy discourages this practice for security reasons. Any questions about grades should be presented in person during office hours or after class.

◊ **Attendance.** I take attendance at the beginning of every class. Learning your name is the first step in the process of finding out who you are as a human being. That said, if you miss more than three classes without a signed doctor’s excuse or other supporting evidence (coach’s note, letter from sponsor of academic event) I reserve the right to lower your final grade by one full letter grade (from an “A” to a “B,” etc.).

◊ **E-mail.** I am sure we all agree — e-mail has become a vital part of academic life in the 21st century. That said, I welcome your questions by e-mail, so long as they do not involve issues of grading. Be
aware, however, that I never “check out” assignments by e-mail, nor do I ever accept any work by email. In addition, because this is an upper-level writing class, I expect you to use appropriate e-mail etiquette. At a minimum, this means your e-mail should include a salutation and a proper closing (your name, the name of the course, your section number). I return e-mails that fail these minimum requirements to the sender for revision.

◊ **Laptops.** Technology is nice … but laptops, smart phones, iPads and the rest can be extremely distracting to other students if used for inappropriate purposes. If student feedback indicates the use of laptops in the class distracts from learning, I will ban the use of laptops altogether.

◊ **Revision.** I give you the opportunity to revise one (1) of the larger assignments in this class for “win-back points” at the end of the term. The moral of this story: save your old work. You cannot revise assignments if you no longer have the original copy. I will place the requirements for revision (and there are many) on Blackboard during Week 8 of the term. Revising a document for win-back points is strictly optional.

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**Grading: Maximum Total Score = 100 points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (three of them)</td>
<td>30 points cumulative</td>
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<tr>
<td>Advertising Campaign</td>
<td>20 points</td>
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<tr>
<td>Press Kit</td>
<td>20 points</td>
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<tr>
<td>Critical Report</td>
<td>10 points</td>
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<tr>
<td>Crisis Action Scenarios (in-class, no “make ups”)</td>
<td>15 points</td>
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<td>Class Participation</td>
<td>5 points</td>
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A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; D = 60-69

**NOTE:** You must successfully **complete** the ad campaign, the press kit and the critical report in order to pass this course.

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**Expectations for Student Conduct/Academic Honesty**

We will follow the ethical principles outlined in the OSU policy on academic honesty. It is your responsibility to know and follow this policy. A summary is located at [http://oregonstate.edu/studentconduct/regulations/index.php](http://oregonstate.edu/studentconduct/regulations/index.php)

Academic dishonesty is defined as an intentional act of deception in one of the following means:

- Cheating (use or attempted use of unauthorized materials, information or study aids)
- Fabrication (falsification or invention of any information)
- Assisting (helping another commit an act of academic dishonesty)
- Tampering (altering or interfering with evaluation instruments and documents)
- Plagiarism (representing the words or ideas of another person as one’s own)
Any form of academic dishonesty, particularly plagiarism, will affect your grade and may lead to an “F” grade in this course. In order to avoid plagiarism, I suggest doing your work in a timely fashion, so you are not tempted to engage in combat “cut and paste” techniques. Attribute your sources, pay credit where credit is due.

**Statement Regarding Students with Disabilities:**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### WR414 Sample Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Concentration Areas</th>
<th>Assignments &amp; Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion of Syllabus &amp; Course Introductions, Critical Thinking, Creative Briefs and Audience</td>
<td></td>
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<tr>
<td></td>
<td><strong>Read:</strong> Drewniany, <em>Advertising</em>, Chapters 1-3</td>
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<td></td>
<td><strong>View:</strong> <em>The Persuaders</em>, online film from Frontline <a href="http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/">http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/</a></td>
<td></td>
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<tr>
<td>2</td>
<td>Advertising, Part II, The Big Idea &amp; Champion Theme, Writing Ad Copy</td>
<td><strong>Quiz #1</strong></td>
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<td></td>
<td><strong>Read:</strong> Drewniany, <em>Advertising</em>, Chapters 4-7</td>
<td><strong>Ad Campaign Assigned</strong></td>
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<tr>
<td></td>
<td><strong>Read:</strong> Drewniany, <em>Advertising</em>, Chapter 8</td>
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<tr>
<td>4</td>
<td>Advertising, Part IV, Compiling the Ad Campaign, Advertising Law, Client Pitches and Presentations</td>
<td><strong>Quiz #2</strong></td>
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<td></td>
<td><strong>Read:</strong> Drewniany, <em>Advertising</em>, Chapters 11-14</td>
<td><strong>Ad Campaign Due</strong></td>
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<td></td>
<td><strong>Read:</strong> Aronson, <em>Public Relations</em>, Chapters 1, 2, 3</td>
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<td>6</td>
<td>Public Relations, Part II, Three forms of Public Relations, Writing Press Releases to “Run As-Is”</td>
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<td></td>
<td><strong>Read:</strong> Aronson, <em>Public Relations</em>, Chapters 5, 6, 8</td>
<td></td>
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<tr>
<td>Week</td>
<td>Course Content</td>
<td>Notes</td>
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</tbody>
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| Week 7  | Public Relations, Part III  
Crisis Relations, Part I: Media Relations  
**Read:** Aronson, *Public Relations*, Chapters 12, 13, 14  
**Listen To:** Keddes, *Turning Negatives into Positives* | Crisis Scenario 1                                                      |
| Week 8  | Public Relations, Part IV  
Crisis Relations, Part II: Close Reading  
**Read:** Aronson, *Public Relations*, Chapters 10 & 11  
**Listen To:** Keddes, *When the Headline is YOU* | PRESS KIT DUE  
Crisis Scenario 2                                                  |
| Week 9  | Public Relations, Part V  
Media Ethics and Dark Spin  
**Read:** Aronson, *Public Relations*, Chapters  
**Listen To:** Keddes, *Turning the Tables* | Quiz #3  
Critical Report Assigned  
Crisis Scenario 3                                             |
| Week 10 | In-class Critique  
Work on Critical Report Continues  
Mandatory Conferences Booked as Needed (10-point deduction for missing a conference date) | Dead Week  
Mandatory Conferences Booked as Needed |
| Week 11 | **Finals Week**                                                                 | Critical Report DUE  
(Time and Place TBA)                                                  |