NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

WR 414
ADVERTISING AND PUBLIC RELATIONS WRITING

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
WR 121 [B] and upper-division standing.

COURSE DESCRIPTION:
Writing news releases, annual reports, brochures, newsletters, and other PR materials. Writing advertising copy. PREREQS: WR 214 and upper-division standing.

CONTACT INFORMATION:
E-mail: jillian.stjacques@oregonstate.edu
Office: 352 Moreland Hall
Office Phone: (541) 737-1662

For more information, contact: SCHOOL OF WRITING, LITERATURE AND FILM, MORE 238, 541-737-3244. Course Information: http://liberalarts.oregonstate.edu/wlf/students/courses

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:


Digital Learning Resources

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

STUDENT 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
  - Critical evaluation of visuals, graphics and the written word
  - Designing a best practices ad kit
- Develop public relations materials, as demonstrated through
  - Designing a set of press releases to address crisis scenarios
  - Creating a set of press releases to relay good news
  - Constructing a best practices press kit
- Distinguish effective advertising and public relations materials in the contemporary marketplace, as demonstrated through
  - Producing critical reports and analyses of advertisements and press materials created by classmates and professionals

COURSE CONTENT AND POLICIES:

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 geared 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: professionals in both sectors deploy their rhetorical skills to persuade, convince and motivate their target audience(s) to take a desired action. To achieve this aim, advertising and public relations practitioners avail themselves of any media forms that will get their point across plausibly and expediently. This objective 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, students in WR414 will hone their skills at writing for advertising and public relations.

**Blackboard**

This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within our course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo.

**Expectations and Requirements**

**Blackboard.** Because Blackboard “crashes” from time to time, it is incumbent on students to download assignments and instructions from Blackboard as soon as possible.

*NOTE:* If we are doing an assignment/quiz that is graded by Blackboard, I will only accept late work if the system shows that Blackboard crashed on you.

**Online Resources.** This class will use an ongoing class blog, on which we post entries and responses on weekly course themes. These blog entries will be graded (see “Grading” section of this syllabus for point breakdown). I will also set up ongoing Assignment Discussion Boards for each of our specific assignments, as the entire class will benefit from engaging with questions you might have. Of course, you can always email me concerning information of a personal nature, but using the Assignment Discussion Board will be optimum for generating immediate answers and input both from myself and your peers.

- **Late work.** I do not accept late work under any circumstances.

**Format requirements.** All writing assignments must be typed using a Times 12-point font, unless otherwise stipulated. All assignments should have one-inch margins at the top, bottom and sides. 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.

**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 a concentration on areas of improvement will receive a higher grade.

**Grading.** Because we are working with a numeric grading system, 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.

E-mail. I am sure we all agree — e-mail has become a vital part of academic life in the 21st century. Remember to use appropriate e-mail etiquette. At a minimum, this means your e-mail should include a salutation (“Dear Jillian” works fine, “Hey St. Jacques” does not). Likewise, there should be a proper closing (your name, the name of the course, your section number). E-mails that do not meet these minimum requirements will be returned to the sender for revision.

Communications
Ground Rules for Online Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here is a reference that discusses netiquette: http://www.albion.com/netiquette/corerules.html.
- Please check the Announcements area and the course syllabus before you ask general course"housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then please contact me.

Guidelines for a productive and effective online classroom:

- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.
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 of this policy is located at http://oregonstate.edu/admin/stucon/achon.htm.

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.

**WR414 Course Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Concentration Areas</th>
<th>Assignments &amp; Quizzes</th>
</tr>
</thead>
</table>
| Week 1| Introduction(s) Discussion of Syllabus & Course Critical Thinking Creative Briefs and Audience  
**Read:** Drewniany, *Advertising*, Chapters 1-3  
**View:** *The Persuaders*, online film from *Frontline* http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/  
**Memo of Introduction posted on class blog** |
| Week 2| Advertising, Part II  
The Big Idea & Champion Theme  
Writing Ad Copy  
**Read:** Drewniany, *Advertising*, Chapters 4-7  
**Quiz #1**  
*Ad Campaign Assigned*  
Ad analyses on class blog |
| Week 3| Advertising, Part III  
The Rhetoric of the Image  
The Basics of Ad Design  
**Read:** Drewniany, *Advertising*, Chapter 8  
**Ad analyses on class blog**  
First Eval. of Class Blog Posts |
| Week 4| Advertising, Part IV  
Compiling the Ad Campaign  
Advertising Law  
Client Pitches and Presentations  
**Read:** Drewniany, *Advertising*, Chapters 13-14  
**Quiz #2**  
*Ad Campaign Due*  
Trade Libel analyses on blog |
| Week 5   | Public Relations, Part I Public Relations: An Introduction The Public Relations Toolkit  
Read: L’Etang, Public Relations, Chapters 1-3 | PR analyses on **class blog** |
|---------|--------------------------------------------------------------------------------------------------|-----------------------------|
| Week 6  | Public Relations, Part II Three forms of Public Relations Writing Press Releases to “Run As-Is”  
Read: L’Etang, Public Relations, Chapters 5 & 6 | Press Kit Assigned  
PR analyses on **class blog** |
| Week 7  | Public Relations, Part III Crisis Relations, Part I: Media Relations  
Read: L’Etang, Public Relations, Chapter 9  
Listen To: Keddes, *Turning Negatives into Positives* | Crisis Scenario on **class blog** |
| Week 8  | Public Relations, Part IV Crisis Relations, Part II: Close Reading  
Read: L’Etang, Public Relations, Chapter 10  
Listen To: Keddes, *When the Headline is YOU* | **PRESS KIT DUE** Second  
Eval. of Blog Posts Crisis Scenario on **class blog** |
| Week 9  | Public Relations, Part V Media Ethics and Dark Spin  
Read: L’Etang, Chapter 11  
Listen To: Keddes, *Turning the Tables* | Quiz #3  
Crisis Scenario on **class blog**  
**Critical Report Assigned** |
| Week 10 | Critique Week  
How to Pose a Criteria-Driven Assessment Work on Critical Report Continues | Dead Week  
No New Work Assigned  
Critical Thinking on **class blog** |
| Week 11 | **Finals Week** | **Critical Report DUE** |
EVALUATION OF STUDENT PERFORMANCE:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (three of them)</td>
<td>15 points cumulative</td>
</tr>
<tr>
<td>Advertising Campaign</td>
<td>17 points</td>
</tr>
<tr>
<td>Press Kit</td>
<td>17 points</td>
</tr>
<tr>
<td>Critical Report</td>
<td>17 points</td>
</tr>
<tr>
<td>Discussion Board Entries (cumulative)</td>
<td>24 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Maximum Total Score: 100 points</td>
<td></td>
</tr>
</tbody>
</table>

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; F = 59 & below

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students 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.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Statement of Expectations for Student Conduct
Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially
unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.