



## **JOUR (351B): Strategic Public Relations Media and Content**

**4 Units**

**Fall 2015 – Thursday: 6:00 PM – 9:20 PM**

**Section: 21204D**

**Location: ANN 307**

**Instructor:** Darryl Ryan, MBA, MS.

**Office:** Room or meeting area

**Contact Info:** [darryl.ryan@usc.edu](mailto:darryl.ryan@usc.edu), 213-503-1504

### **Course Description**

In this class, we will examine “controlled media,” those items over which the PR practitioner has control of the final product, the message and the distribution. This course is designed to teach students about the array of public relations tools available to them, with particular emphasis on writing, public speaking and production of communications “collateral.”

Students will be exposed to feature writing, brochure development, audience segmentation, newsletter preparation, basic principles of publication design, writing for the ear, making oral presentations, video, proofreading and brainstorming.

Case histories will illuminate the use of these tools and examples of materials will be used extensively throughout the course. This is a lab course; a great deal of hands-on activities such as writing, graphic design and video production will be assigned.

### **Course Objectives**

Students will leave this course prepared to:

- Research, write and edit professional-quality newsletters, web materials and video
- Execute basic design and layout; hire and guide professional designers
- Organize and manage large-scale deadline-driven projects
- Identify and communicate with an array of audiences

## Grading Breakdown

Assignment	% of Grade
Class Participation/Class Attendance	10
Midterm	25
In-Class Assignments	25
Homework	
Video Project	15
Final Project	25
<b>TOTAL</b>	<b>100%</b>

### Grade Percentage

A 95-100%

A- 90-94%

B+ 85-89%

B 80-84%

### Grade Percentage

B- 75-79%

C+ 70-74%

C 65-69%

C- 60-64%

### Grade Percentage

D+ 55-59%

D 50-54%

D- 45-49%

F 44% or lower

**90-100** Execution and solution **exceeds** professional quality, one or no mistakes; clearly follows and meets the requirements of the assignment. Shows complete understanding and implementation of terms, skills provided and elegant solutions. Content and/or design is thematic and on topic. Concise messaging clearly represented. All required elements are addressed, used and included as listed on each Creative Brief provided per assignment (use the CB as a check-list - Instructions will vary based on the project). Sketches, projects and evaluations are posted on time on blog for class meeting. Presentation (when called upon) clearly explains process. Creativity shown.

**80-90** Execution **meets** the expectations but misses one or more required elements or steps. Content and/or design are thematic, on topic and messaging represented is concise. Execution and solution less impactful, yet demonstrates basic understanding of the assignment. Some creativity shown.

**70-80** Execution has more than 5 errors, does not complete or follow directions. Little effort in completing the assignment. Weak design and/or content – mixed messaging. Demonstrates little potential in grasping concepts. Minimal creativity shown.

**60-70** Execution has more than 10 errors, **does not meet** the requirements of the assignment. No effort in completing the assignment. Does not demonstrate understanding of the concepts or terms learned. No creativity shown.

**59 or below** Late or no assignment turned in. This includes missing the Midterm and/or Final.

### **Participation in Class Discussions**

It is important to attend class and actively participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read/viewed the materials and be prepared to join class discussions, contributing questions and comments. Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates.

At the end of the semester, points will be allocated to students based upon:

- ✓ Consistent demonstration that they have read the material for scheduled class discussion
- ✓ Contribution to class discussion; answering questions, asking relevant questions
- ✓ Consistent attendance in class in order to participate in and contribute to class discussions
- ✓ Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- ✓ Mature classroom behavior that supports learning

<b>Participation in Class Discussion Grading</b>			
<b>CRITERION</b>	<b>EXEMPLARY</b> 13-15 pts	<b>SATISFACTORY</b> 9-12 pts	<b>UNACCEPTABLE</b> 0-8 pts
<b>Frequency</b>	Frequent contribution to class discussion.	Regular contribution to class discussion	Seldom or no contribution to class discussion
<b>Relevance</b>	Contributions to class directly address key issues, questions, or problems related to the text and the discussion activity.	Contributions to class address key issues, questions, or problems related to the text and the discussion activity, but in some cases only.	Contributions to class do not directly address the question or problem posed by the discussion activities.
<b>Insight</b>	Contributions to class offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions to class offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions to class do not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.
<b>Support</b>	Contributions to class support all claims and opinions with either rational argument or evidence.	Contributions to class generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	Contributions to class do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

### **Assignment Submission Policy**

Deadlines are the norm in mass media and public relations work, therefore, deadlines will be firm and strictly enforced. Assignments will be collected at the start of class in printed form ONLY, unless indicated by me. NO EXCEPTIONS! In case an emergency prevents you from attending class, please e-mail homework to me on or before the deadline.

### **Required Readings and Supplementary Materials**

- \* *The Associated Press Stylebook and Briefing on Media Law*, by Associated Press
- \* "Woe is I," by Patricia O'Connor
- \* "The Elements of Style," by Strunk and White
- \* Recommended Readings

### **Laptop Policy**

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

### **Policies and Procedures**

#### **Class Attendance**

Students are advised to attend the first class meeting of their journalism classes or the instructors may drop them from their classes. The School of Journalism adheres to the university policy, which states "an instructor may replace any student who, without prior consent, does not attend... the first class session of the semester for once-a-week classes. It is then the student's responsibility to withdraw officially from the course through the Registration Department."

#### **Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

## **Statement on Academic Conduct and Support Systems**

### **a. Academic Conduct**

#### *Plagiarism*

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

#### *USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators." In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

### **b. Support Systems**

#### *Equity and Diversity*

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

#### *Support with Scholarly Writing*

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

*The Office of Disability Services and Programs*

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.

*Stress Management*

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

*Emergency Information*

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

## SCHEDULE OF CLASSES

**Important note to students:** Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 1</b>  Aug 27	<b>Student/Prof. introductions</b>  <b>Course and Syllabus Review</b>  <b>“Controlled Media”</b>  <b>Internal Communication</b>  <b>Brand Piece</b>	<b>Favorite Brand</b>  <b>Well-written article</b>	September 3
<b>Week 2</b>  Sept 3	<b>Article Review</b> <ul style="list-style-type: none"> <li>➤ This class will examine the fundamentals of good writing. Is it an exact science? Do we adhere to the strict “inverted pyramid” format you learned in J 209 and 351a? Each student will present her/ his selected article from the homework assignment and explain why he/she considers it to be well written.</li> </ul> <b>Reverse Engineering an Article</b>  <b>The Cover Letter</b> <ul style="list-style-type: none"> <li>➤ Write a resume cover page convincing me why you are the ideal candidate for my entry-level job opening.</li> </ul>	<b>Vehicle Cover Letter</b>  <b>Reverse Engineered News Release</b>	September 10
<b>Week 3</b>  Sept 10	<b>Audience Segmentation</b> <ul style="list-style-type: none"> <li>➤ We’ll explore how the Gen Xers differ from Baby Boomers; how age, ethnicity, gender, geography, sexual orientation and culture factor into messaging; and, which audiences you will likely encounter in the public relations field.</li> </ul> <b>Targeting</b>  <b>Writing for Audiences</b> <ul style="list-style-type: none"> <li>▪ Lay</li> <li>▪ Expert</li> <li>▪ Managerial</li> </ul>	<b>Uncover the ‘Best Brand’ &amp; ‘Product for Segmented Millennials’</b>	September 17

<p><b>Week 4</b></p> <p>Sept 17</p>	<p><b>More on Writing for Audiences</b></p> <ul style="list-style-type: none"> <li>▪ Lay</li> <li>▪ Expert</li> <li>▪ Managerial</li> </ul> <p><b>Bylines</b></p>	<p><b>500-word Byline</b></p>	<p>September 24</p>
<p><b>Week 5</b></p> <p>Sept 24</p>	<p><b>Newsletters</b></p> <p><b>Power/Value of Newsletters</b></p> <ul style="list-style-type: none"> <li>➤ We will discuss the fundamentals of newsletter design, layout and distribution.</li> </ul>	<p><b>E-Newsletters (<i>SEO links to stories</i>)</b></p>	<p>October 1</p>
<p><b>Week 6</b></p> <p>Oct 1</p>	<p><b>Writing for the electronic medium</b></p> <ul style="list-style-type: none"> <li>➤ We will review the differences between writing for the electronic medium that have become such an important piece of the media mix, and traditional writing. Emphasis will be on the content and overall design, with some very basic review of technical challenges and requirements</li> </ul> <p><b>Media mix and traditional writing</b></p> <p><b>Blog stories</b></p>	<p><b>Company Blog</b></p>	<p>October 8</p>
<p><b>Week 7</b></p> <p>Oct 8</p>	<p><b>In-Design Tutorial</b></p> <ul style="list-style-type: none"> <li>➤ We will learn some of the basic elements of design during this hands-on workshop. You'll learn basic desktop publishing commands, how to import photos/images, how to select and use color.</li> </ul>	<p><b>Study</b></p>	<p>October 15</p>



<b>Week 8</b> Oct 15	<b>Final Project Discussion Pre-Workshop</b> <ul style="list-style-type: none"> <li>▪ <b>Midterm</b></li> </ul>	<b>Midterm</b>	October 22
<b>Week 9</b> Oct 22	<b>Adobe Illustrator: Creating Infographics (Annenberg Digital Lounge)</b> <b>Infographics</b> <ul style="list-style-type: none"> <li>➤ Newly added to our repertoire of communication tools, the Infographic has become a standard among savvy PR practitioners.</li> </ul> <p>During this session, we will discuss what makes an Infographic a success, what mistakes to avoid and we'll examine good and bad examples.</p> <p>Then, we'll actually learn how to create our own during a tutorial.</p>	<b>Adobe Illustrator: Creating Infographics (Annenberg Digital Lounge)</b>  <b>Telling 3 stories with infographics</b>	October 29
<b>Week 10</b> Oct 29	<b>Video Production : Storyboarding</b> <ul style="list-style-type: none"> <li>➤ For this class session, we will begin our module on Video Production by tackling the storyboard.</li> </ul> <p>You'll create your individual storyboard, then you will meet with your team members to establish a unified storyboard. Each team will devise and shoot two videos.</p>	<b>Storyboard and Shoot List</b>	November 5
<b>Week 11</b> Nov 5	<b>Video Production: Shooting</b> <ul style="list-style-type: none"> <li>➤ Professor Matthew Leveque will demonstrate video shooting techniques and present an array of equipment and tools for shooting video with your smart phone!</li> <li>➤ Working with your teammates, you will travel around campus shooting your group video (based upon your united storyboard).</li> </ul>	<b>Shoot video footage</b>	November 12

<b>Week 12</b> Nov 12	<b>Video Production: Editing</b> <ul style="list-style-type: none"> <li>➤ This entire class session is devoted to editing your group video. Matthew will return to cover the basics. In small groups, you will visit the Media Center and learn more advanced editing techniques.</li> </ul> <p>Time will be allotted should you discover that you need to shoot additional scenes.</p>	<b>Editing video</b>	November 19
<b>Week 13</b> Nov 19	<b>Video Day</b> <ul style="list-style-type: none"> <li>➤ Each group will present their video. Explain the concept, how the plan was devised important shots needed.</li> </ul>	<b>Prepare Final Project for Workshop</b>	
<b>Week 14</b> Nov 26	<b>Thanksgiving: NO CLASS</b>	<b>Finalize Final Project</b>	<b>December 3</b>
<b>Week 15</b> Dec 3	<b>Final Project Due</b>		<b>December 3</b>

**Professor Biography:**

Darryl Ryan is the Assistant Vice President of Corporate Communications for Wells Fargo & Company. In this role, Ryan develops, manages and executes external and internal communications plans and strategies that protect and enhance the company's reputation. He serves as a strategic communications advisor to region presidents and senior executives, and he leads company-wide communications strategies and media plans to support major corporate initiatives.

Prior to joining Wells Fargo, Ryan served in senior-level positions with Edison International/Southern California Edison as Senior Corporate Communications Manager and at Time Warner Cable as Media Relations Director. In these roles, Ryan directed and managed all aspects of communication policy, media relations and public relations strategies, and he served as the spokesperson for all media. Additionally, he managed each company's crisis communications plan, provided high-level strategic PR counsel on issues and programs to key executives, spearheaded new social media platforms and oversaw the work of several outside agencies.

Ryan also served as the press secretary and speechwriter for Los Angeles Mayor Antonio Villaraigosa. During his tenure in the Villaraigosa administration, Ryan worked as the communication manager and advisor to the mayor on issues ranging from transportation, public safety, and economic development, to entertainment, sports business and public works. While serving in this role, Ryan strategically managed the development and implementation of media and communication strategies and communicated the mayor's policies and stances to television, radio and print reporters.

Ryan holds a Bachelor of Arts degree in Political Science and Public Policy from UCLA, a Master of Science degree in Public Relations from Boston University, and a Master of Business Administration (MBA) from the University of Michigan, Ross School of Business.