

**PR 527: Multimedia Content Creation for
Strategic Public Relations
3 Units**

Spring 2020 – Tuesdays – 6-8:30pm

Section: 21331D

Location: ANN 307

Instructor: Jenn de la Fuente

Office: ASC G36 (East Wing, basement level)

Office Hours: By appointment only. You may schedule office hours at <https://calendly.com/jrosebud>

Contact Info: jdelafulue@usc.edu, cell (916) 538-2133

(Please do not call or text my cell phone on weekends or late at night.)

I. Course Description

In this class, we will examine media that is created and published by today's public relations practitioner. The Internet and growth of digital content have enabled brands, organizations and individuals to become publishers and directly engage their audiences. This class examines strategies and tactics needed to be an effective publisher including, digital content created for social and owned media channels.

This course is designed to teach students about the array of public relations tools available to them, with particular emphasis on writing, digital content creation and production of other communications collateral. Students will be exposed to social media and digital communications writing, multimedia content creation, basic principles of design, photography, video storytelling, production and editing. This is a lab course – a great deal of hands-on activities such as writing, graphic design, video production and oral presentations will be assigned.

II. Overall Learning Objectives and Assessment

Students will leave this course prepared to:

- Understand brand/organizational strategic storytelling using multimedia content
- Research, write and edit professional-quality social media content, videos, newsletters, blog posts and slideshows for external and internal audiences.
- Understand how to set up a website and use a content management system (CMS).
- Develop strategic messaging, direct, shoot, edit and produce video productions for today's modern communication ecology. This includes interviews, social media content, product demonstrations, brand story-telling, crisis response and others.
- Execute and manage a branded YouTube channel including understanding video analytics.
- Execute basic design and layout.
- Understand the importance and production of visual elements such as photos, graphics, infographics, and others.
- Identify and strategically communicate with an array of audiences using multimedia content.

III. Course Notes

This course is designed to teach students about the array of content creation tools available to them, with particular emphasis on strategic storytelling, digital content creation and production skills.

It is important for students to use the online video tutorials, the Digital Lab and the instructors expertise to hone their skills in developing strategic content. If any students need additional assistance with their video production, they should make an appointment to meet with the media center faculty member, Professor Matthew Le

Veque, for hands on training in the media center and use of the iMacs located at the public relations station. Professor Le Veque's email is mleveque@usc.edu

IV. Description and Assessment of Assignments

Participation

It is important to attend class and actively participate, as class activities and interaction with peers encourage creative dialogue and diversity of perspective, and help enhance your learning. It is expected that students will come to class having read the assignment(s) and prepared to join class discussions, contributing questions and comments about the materials. Classes begin promptly, so please arrive on time.

In-class assignments and homework assignments including individual website

Homework assignments are due in class at the start of the session. If a student is unable to attend a class, any homework assignment that is due must be emailed to the instructor by the start of that class session that day to receive credit. No late homework will be accepted. It's the students' responsibility to read the syllabus to stay informed of all homework assignments. Students will complete writing and multimedia content assignments throughout the semester, both in class and for homework. Assignments will be assessed on the strategy, potential impact on target audiences and technical execution of the production process.

Each student will be required to create an individual website on WordPress. You will design and add all the written and multimedia content developed during the semester. Students may modify and add content to improve the posts, graphics or video content. The WordPress site will serve as each student's online portfolio. The overall website will be reviewed at the end of the semester as part of the final grade. Students are encouraged to continually update and improve their websites.

Midterm

Take-home midterm: Write two 300-word blog posts on a subject to be assigned by the instructor. The posts must include appropriate multimedia content. Using the content of the blog posts, students will develop three tweets or three Instagram posts. All content is to be posted to the student's WordPress site. The midterm will be assessed on the strategy, potential impact on target audiences and technical execution of the production process.

Term project

See attachment.

V. Grading

a. Breakdown of Grade

Course Requirements:	Grade Emphasis:
Class participation	10%
Midterm	20%
In-class assignments At-home research and assignments Required and recommended reading Individual website	40%
Term project (takes place of final)	30%
Total	100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

“A” projects are near professional quality; one or no mistakes; student shows mastery of content production; content demonstrates strong strategic storytelling for assigned entity; production shows a great amount of effort was done; written material was clearly proofread and edited. Excellent organization and flow; original thinking. High end of scale: publishable today as is.

“B” projects are well done but require additional work; content demonstrates strategic storytelling for assigned entity; production quality is very good; written projects, have two to five spelling, grammar. Research is solid and properly attributed with some credible insights. Publishable with medium number of revisions.

“C” projects have more than five errors (spelling, grammar). Content demonstrates little strategic storytelling for assigned entity; production shows some effort but requires major revisions. Research shows some effort and is properly attributed with a few insights. Publishable with major editing.

“D” projects show little effort was done on production. For written projects, have more than 10 errors (spelling, grammar). Needs to be completely redone or rewritten. Poorly organized with little or no insightful conclusions drawn. Does not advance PR studies.

“F” projects are late or not turned in. Any factual error or evidence of plagiarism will also result in an automatic “F” on the assignment. Accuracy is the first tenet of the School of Journalism.

c. Grading Timeline

Within two weeks after an assignment is due, the instructor will meet individually with students to give feedback and grade for that assignment. Those meeting will take place during lab portions of the class and during the week at a mutually agreed upon time in the instructors office.

VI. Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will not be accepted.

VII. Required Readings and Supplementary Materials

- Reading assignments will be posted to Blackboard throughout the semester, along with handouts and other readings.
- To assist with website development, view these video tutorials
- <https://en.support.WordPress.com/video-tutorials/>

VIII. 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 Digital Lounge** for more information. To connect to USC’s Secure Wireless network, please visit USC’s **Information Technology Services** website.

IX. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of “W” for Session 001

X. Course Schedule: A Weekly Breakdown

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.

Week One - January 15, 2020

Class Overview and Introduction

- Review of syllabus and class goals
- Discussion of student technology needed for this class
- Overview and discussion of the role multimedia content plays in modern communications and public relations
- Brand story telling - what are the narratives and techniques - an overview
- Overview and discussion of strategic process for creating content
- Discussion of copyright, licensing, Creative Commons, etc.

Homework:

- Entire class - Find an online example of multimedia content created by a brand, organization, non-profit or cause. Be prepared to discuss in next class and answer what you think the communication goal was, who are the audiences, is the message and production effective, and what might you do differently to improve the effectiveness of the content. What story are they telling?
- Entire class - Research WordPress free themes: <http://theme.WordPress.com/themes/sort/free/>. You will need to have a free theme selected for the next class.

Week Two - January 22, 2020

Content Creation – What is its role?

Today’s Online Environment – WordPress training

- Class discussion of content from homework
- Continue discussion of the role multimedia content plays in modern communications and public relations
- WordPress training and student website creation

In-class assignment: Set up of WordPress website. Add content to homepage and the about section – including bio, resume and images. The content should reflect your personal branding for your professional career.

Homework:

- Finalize the homepage and about section on your WordPress website. Must include bio, resume and multimedia content.
- Read the following tutorial on WordPress
<http://www.annenbergdl.org/tutorials/WordPress-getting-started/>
- Watch the Get Started - Learn the Basics videos from WordPress
<https://en.support.WordPress.com/video-tutorials/get-started/>

Week Three - January 29, 2020

Writing and Content for Websites/Blogs

- Overview and discussion of what role owned sites such as blogs and websites can play in today's public relations
- Discussion of the role various social media channels play in strategic public relations
- Examine how different organizations – non-profits, consumer brands, and advocacy groups – use social media platforms including Twitter, Facebook, YouTube, Instagram, Snapchat, Pinterest, LinkedIn and others to achieve strategic goals
- Explore purpose, audience and voice of social media engagement across different platforms and organization sectors
- Overview of how to develop effective content for blogs
- Long form versus short form content

In-class assignment: Write a 400-500 word post on a topic to be assigned. The post must be designed and include multimedia content.

Homework:

- Finalize the blog post and add multimedia content to your class WordPress site.
- Bring magazines and brochures on subjects you are interested in. Be sure to bring versions that can be cut up in class.

Week Four - February 5, 2020

Principles of Layout and Design – The Basics

- Understanding the basics of design and layout for printed material, websites, blogs, infographics, etc.
- Communicating with professional designers in the language they understand
- Discussion on various tools professionals use for design – InDesign, Affinity Designer, Word, PowerPoint, Pages, Keynote, easel.ly, Canva, etc.
- Review motion graphics principles and how to turn graphics into powerful storytelling tools

In-class assignment: Work with a partner to cut and paste a two-page brochure or poster “the old fashioned way” with scissors and glue. Instructor will give further direction during the class. Visualize graphic effects and movement. How do you make this design work with motion, slideshows, videos, etc.?

Homework: Design an infographic and post to your class WordPress site.

Week Five - February 12, 2020

Introduction to Design Apps - InDesign, Affinity Designer and Others

Writing and Designing a Newsletter

- Discuss the value of newsletters and direct email
- Review and overview of best practices
- Learn some of the basic elements of layout using InDesign
- Overview of the basics: Creating a template, importing and placing photos, creating text boxes, choosing fonts, selecting color swatches, etc.
- Discuss the unique challenges of writing for a newsletter as opposed to writing for other formats

In-class assignment: Pick a brand, then write and design a newsletter to be emailed to that brand's audience.

Week Six - February 19, 2020

Images in Today's Communications

Photography and Photo Editing

**Bring laptop and camera (phone) to class*

- Discuss the role of images in today's public relations practice
- Review and overview of image sharing channels and best practices
- Learn some of the basic elements of photography using your phones
- Overview of editing basics – crop and straighten, improve color and lighting, remove unwanted content and adding creative effects and copy
- Students will practice a variety of techniques learned with images taken in class

In-class assignment: Take 10 photographs from around campus and edit with Photoshop, Lightroom, Affinity Photo or other professional level application. Instructor will supply further instruction on this assignment. All images must be posted to WordPress site prior to next week's class.

Homework:

For beginning level students, watch Photoshop Get Started course

<https://helpx.adobe.com/photoshop/tutorials.html>

More advanced students should watch the experienced video tutorials

On Lynda.com:

<http://www.lynda.com/Photoshop-tutorials/Up-Running-Photoshop-CC-Design/108138-2.html>

Students are urged to review other Photoshop trainings online and attend Photoshop trainings held during the semester in the 3rd floor digital lounge.

Week Seven - February 26, 2020

Midterm

Images in Today's Communications

**Bring laptop and camera (phone) to class*

- Review and discuss last week's assignment – be prepared to discuss how you edited your photos
- Continue discussion of the role of images in today's public relations practice especially GIFs, cinemographs, "live photos", etc.
- Review and overview of image sharing channels and best practices – Imgur video to GIF and GIPHY's GIF maker
- Discussion and demonstration of apps for social media videos such as Apple Clips, VivaVideo VSCO, etc.
- Students will meet individually with the instructor during the second half of class for feedback on the WordPress site to date
- Midterm topic distributed

In-class assignment and homework: Create three GIFs from around campus and post to your WordPress site. Instructor will supply further directions on this assignment.

Homework:

- Finish GIF assignment.
- Midterm due next week.

Week Eight - March 4, 2020

Brand Advocacy with Video

Midterm Due

**Bring laptop and camera (phone) to class*

- Discussion of final project and topic selection

- Discuss the importance of video for the modern public relations practitioner
- Discussion of the media center – resources for video editing available
- Introduction to video production and filming techniques including framing, lighting and sound
- Think cinematically, not only journalistically on your video production
- An introduction to FilmicPro app
- Overview of iMovie and non-linear editing. An overview of Final Cut Pro X, DaVinci Resolve, Avid Media Composer | First, Premiere Pro and others
- Non-Linear Editor - tracks vs. trackless
- Discussion on interview techniques and what makes a good interview

In-class assignment: Set up individual YouTube channel and then work in teams of two to interview each other on a topic to be supplied by the instructor. Develop a narrative story about your subject. Film and edit together interview, voice over, footage with b-roll to create a cohesive video; introduce the student to the rest of the class. Tell a story about the student, do not just do a question and answer session.

Homework:

- Continue to refine video at home. Post to your YouTube channel and embed on your WordPress site before the next class.
- Review editing software training. Instructor will supply links.

Week Nine - March 11, 2020

Video Tutorial and Production – Crisis response Video

**Bring laptop and camera (phone) to class*

- Review of previous week's videos
- Discussion on the role of video statements during public relations crisis
- Review of recent brand crisis response videos
- Fundamentals of audio and color correction using iMovie and Final Cut Pro X

In-class assignment:

- Revise and edit student story video based on feedback.
- Working in pairs, create a crisis response video script to a scenario provided by the instructor. Draft response script and prepare to film.

Homework: Finalize crisis video script. Script must be sent to instructor by **March 23 at 6:30 p.m.**

March 18, 2020 - Spring Break

Week Ten - March 25, 2020

Video Production – Crisis Response Video

**Bring laptop and camera (phone) to class*

- Review of crisis video scripts with instructor's feedback
- Discussion on the role of video statements during public relations crisis
- Review of recent brand crisis response videos
- Fundamentals of video compositing and titling
- Audio layering and mixing
- How to read a video scope for color correction/styling - Waveform, Histogram, Vectorscope - Luma, RGB

In-class assignment: Working in pairs, produce videos of your team's crisis response. Determine style of video, framing and background location. Pay close attention to audio and camera skills you've learned. Video should be

1 to 2 minutes. Post to your YouTube channel before next week's class.

Homework: Continue to refine video at home and post to your YouTube channel before the next class.

Week Eleven - April 1, 2020

Video Production – Advocacy for Issue, Brand or Product

**Bring laptop and camera (phone) to class*

- Review of previous week's videos
- Discussion on the role of public relations video that advocate for an issue, brand or product
- Review of recent bran storytelling videos
- The important role music and sound effects in creating the right emotion
- Where to get royalty free production music

In-class assignment: Create and up to 2-minute video. Video may be a product demonstration, advocacy or branding video. Each student will work in a team of two unless otherwise approved by the instructor. Instructor will assign the topics. Develop a production concept and outline for the instructor to review. This video should include advanced framing, composition techniques and advanced audio mixing.

Homework: Continue to refine video at home and post to your YouTube channel before the next class.

Week Twelve- April 8, 2020

Video Production – Finalize Production

**Bring laptop and camera (phone) to class*

- Review of previous week's videos
- Wrap-up and review of importance and roles video content plays in today's communication ecology
- Composition, animation and more advanced color correction
- Discuss final projects

In-class assignment: Revise and edit videos based on instructor's feedback. Work on final project website and content development.

Instructor will meet with students individually to give feedback on each student's WordPress sites.

Homework: Continue working on final project.

Week Thirteen - April 15, 2020

Bringing it All Together – Final Project

- Class is dedicated to the final project
- Reminder that media center PR video resources are available for final project
- Students will individually meet with the instructor to discuss their final project strategic plan and multi-media content creation

Homework: Continue working on final project.

Week Fourteen - April 22, 2020

Bringing it All Together – Final Project

- Class is dedicated to the final project
- Reminder that media center PR video resources are available for final project

- Students will individually meet with the instructor to discuss their final project strategic plan and multi-media content creation

Homework: Continue working on final project.

Week Fifteen - April 29, 2020
Individual Project Presentations

Final Exam Period – Tuesday, May 12, 7-9 p.m.
 Summative experience
Final Project Due

XI. Policies and Procedures

Additional Policies

- Chronic tardiness will affect your final grade, as will absences. You don't have to ask me for permission to miss a class, leave early or come late, or provide a written excuse. I leave those decisions to you. Since we only meet once a week, missing one class equates to missing seven percent of the semester and you receive no credit for in-class work that day.
- Assignments are due to me at the time I designate. All assignments will be complete and typed, with no handwritten edits. Assignments completed not following directions will be graded lower. If you are absent, you are responsible for getting me your homework by the due date/time. No late assignments are accepted.
- There will be no make-ups for assignments. There will be no extensions for the final project. You must complete the assignments and final project to pass the class.
- If you miss class, you are responsible for getting notes and assignments from a fellow student. I do not email notes or handouts.
- No texting or any use of cell phones or other forms of electronic communication during class. Doing so will have a negative impact on your grade. Computers can be used for class work ONLY.
- You are responsible for checking your USC email account, which is how I will communicate with you.
- This syllabus will be subject to change and adjustment throughout the semester in order to accommodate timely, late-breaking topics and events, the unique needs of each student and groups of students, etc. Students having any doubt or questions regarding assignments, schedules, etc., should immediately check with their fellow students and/or the instructor.
- Grammar, spelling and writing ability are of critical importance. This is not a course in English and/or writing, and the instructor expects students to produce written materials that are error-free and meet the quality standards of this school. When grading papers, the instructor will take into consideration the quality of writing, grammar, etc., but will not do extensive editing/rewriting. All students' written work will be evaluated according to the same standards. Students who are not confident of their English language and/or grammar skills are urged to seek remedial coaching (available at ASC), seek assistance from the USC Language Institute, and/or work with a tutor.
- The purpose of many of the handouts and articles is to serve as background and deepen the students' understanding of topics under discussion. Ergo the instructor will generally not take class time to review them. Nonetheless, they should be read (there may be quizzes based on the reading) and specific questions regarding them should be brought to the instructor's attention.
- Constant student/instructor interaction and feedback are extremely important. Everyone is expected to contribute.

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 or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, 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

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age,

physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

XII. About Your Instructor

Jenn de la Fuente is a web developer with a graphic design background. She has run her own business, Rosebud Designs, since 2009 and developed a variety of print and web collateral for a range of clients, from nonprofits to small businesses. Her specialty is creating custom WordPress websites, and she has teamed up with other design firms and design businesses to create solutions for clients such as Rancho La Puerta, Heal the Bay, 826 Los Angeles, and 826 National. Before starting her business, Jenn worked in sports journalism as a reporter, copy editor, page designer, and web producer for a variety of newspapers: the Orange County Register, The News Journal (Wilmington, Delaware), and The Sacramento Bee. She holds a Bachelor of Arts in Print Journalism from USC Annenberg, graduating in 2000, and has taught at Annenberg since 2014. She is an avid sports fan, longtime Trojan football season ticket-holder, a huge L.A. Kings fan, as well as a hockey player and curler.

Attachment

Term Project Description

For your term project, you must pitch a topic to the instructor. If approved, each student will create a complete digital portfolio. Subject matter for this project may be hypothetical campaign or content for an existing brand, product, non-profit or cause. This is an individual project.

The purpose of the project is for you to have the experience of producing bona fide public relations materials that can be powerful additions to your job portfolios!

You will be expected to:

- Research and write all copy
- Design and produce a mock copy of your chosen project
- Present your project to the class

The final project will include the following requirements:

- A 7- to 10-minute presentation (at least 10 slides) that will include an overview of your strategic plan and show your website and content. This presentation will be in the last class and show your work in-progress.
- A fully executed section on your class WordPress site set up as if it is your topic's official website. It must have a landing page and at least two subpages.
- Elements to showcase design skills including:
 - At least two of the following: Infographic, photography and a poster/flyer or brochure. The flyer or brochure can be presented on the webpage as a PDF, image file or interactive element.
 - A 300-500 word blog post. Headline, subheads and multimedia to be included.
 - Fully produced professional video section. At least two videos produced - **additional media center lab time will be available to help students with their videos.**

You will be producing all materials from scratch. This means you will gather information about the chosen organization or company; write all copy; select and create graphic elements (photos, charts, logo, graphs, illustrations); determine where all of the copy and graphics will go in the final piece; and prepare a 7-10 minute presentation in which you discuss the overall project, the challenges you faced and any recommendations you might have for your classmates.

You must put legal disclaimer language on each page of this project. Instructor will supply language.