

Fall 2021 – Tuesday – 6:30-9 p.m.

Section: 21553D

Location: ANN 307

Instructor: Lisa Cracchiolo Tush

Office: Online

Office Hours: by appointment via Zoom or phone

Contact Info: tush@usc.edu or (818) 416-5626 *email is best

I. Course Description

This course introduces students to the array of writing assignments today's PR and advertising practitioners might encounter. It is divided into four distinct modules:

- 1) Mastering the School of Journalism's rigorous writing standards. Through in-class drills and homework, students will learn to organize and plan their writing both with and without deadline pressure
- 2) Applying those skills to standard persuasive PR and advertising copywriting assignments.
- 3) Tackling the prevailing digital standards such as writing for social media, websites and other digital media as well as traditional printed materials.
- 4) Learning the basics of strategic messaging and copywriting in the advertising realm.

Students will be expected to approach their assignments with a professional attitude and a willingness to learn new techniques. Good writing takes **practice**, hard work and passion.

II. Student Learning Outcomes

PR 535 is designed to provide students with the following outcomes: to develop competence – and confidence – in writing mechanics and grammar, headlines, structure and the ability to express information clearly and write in an objective style; to delve into the world of advertising content development, specifically copywriting; to craft persuasive material with the use of facts and figures, and knowledge of when to apply objective or persuasive styles. Students will abandon the concepts they've learned for essay and term-paper writing throughout their education, and this takes time and thoughtful practice.

Therefore, the goal of this class is to teach students how to:

- Master the fundamentals of proper PR and advertising writing styles with sensitivity to the requirements of different situations and mediums
- Judge the importance of information, set priorities and tailor writing to meet the needs of different audiences
- Edit and proofread any material so it is publishable
- Craft persuasive messages for any medium that meet the client's objectives

- Devise digital ad copy for a variety of mediums, including print, online, radio and outdoor based on sound advertising strategy

III. Course Notes

This is not a lecture class; you will write on deadline every week, much of it during class sessions. I will guide you through fundamental characteristics of effective, persuasive writing for PR and advertising and you will then practice, practice, practice with her assistance. The pace of the class is meant to replicate what it is like to receive and execute writing assignments in the workplace. Your deliverable at the end of the semester will be a comprehensive information kit that showcases your mastery of writing, editing and proofreading.

IV. Description and Assessment of Assignments

Students are required to bring their laptops to every class session [during online sessions, students should be able to craft materials on Word during class time]. Every session includes an in-class writing assignment that the student will execute with feedback from the instructor. Each week, I will provide a review of the previous week's homework assignments, then, I will introduce new writing elements. In addition, I will frame each new element in the context of the chosen client's objectives. It is not unusual for the coursework to be slowed down sometime during the semester as students learn to:

- perfect accepted writing standards
- write in active (not passive) voice
- edit and proofread their work
- understand how the content they are devising fits into the PR or advertising realms – or both.

These assignments culminate in a comprehensive information package (full description below) that demonstrates a thorough understanding of the principles and techniques taught throughout the semester.

ADVERTISING MODULE: While this course is primarily dedicated to improving your persuasive writing and editing skills, you also will be exposed to PR and advertising strategies as they relate to messaging and content assignments. *The course will keep pace with the PR and advertising fundamentals you'll learn simultaneously in PR 508.*

To maximize your understanding of advertising copywriting, you are encouraged to read specific chapters of the recommended advertising textbook(s) in advance of and during the 4-week ad copywriting module.

WRITING EXERCISES and ASSIGNMENTS: Writing on deadline is an essential skill for public relations and advertising. Students need to be able to do assignments in Microsoft Word or a similar program, and type fast! Whenever possible, avoid submitting your work in pdf format as I am unable to provide detailed edits.

Writing assignments must be done in MS Word and 1.5 line-spaced in 12-point type unless otherwise noted.

HOMEWORK DEADLINES:

All students must submit in-class assignments at the end of class in printed form via Blackboard. Homework assignments must be posted no later than two nights before class: **Sunday by 7:00 p.m.** unless otherwise specified. Be sure to submit your work as a MS Word doc and not a pdf so that I may provide you with detailed edits/feedback.

I strongly suggest that you try to upload your work a few minutes earlier than the deadline in case of server problems or other technical trouble. *If you miss the Blackboard deadline, send it anyway. It will be accepted but the assignment will be marked down. If it is more than an hour late, you will receive half the points, but the work will still be reviewed.*

IF YOU WILL BE ABSENT, try to let me know before class by email or text message. You are still responsible for finding out what transpired during class and to confirm the homework assignment. You may make up in-class writing exercises and you will have access to relevant handouts/instructional materials via Blackboard. Zoom recordings of the class **WILL NOT** be available

QUIZZES:

Quizzes on Associated Press style will be given regularly. The topic of each quiz is listed on the syllabus/weekly schedule. You will be expected to learn the mechanics of proofreading and AP style and will be tested on specific elements throughout the semester. You also are expected to learn and be able to demonstrate the Inverted Pyramid and basic advertising messaging strategy.

MIDTERM:

The **midterm** will test your ability to write on deadline and proofread and edit your work. You must take the midterm in order to pass the class.

FINAL PROJECT – The Information Kit:

By the second class, you will choose a topic that will be the subject of several assignments and will relate to the final project. The topic should be a product or industry you're interested in, as it will need to keep your attention all semester. Here is an example – "Nike" is too general; specialized shoelaces is too narrow a topic. Your topic may be fictional but realistic.

Past topics for information kits include the following companies and their "news" –

- Sephora – introducing a new in-store recycling program
- Soho House – opening of a Palm Springs location
- Patagonia – promoting its Worn Wear program
- Book publishing – promoting a new YA book by R.F. Kuang
- Oatly milk – publicizing a Barista competition
- University Tees – opening of its first brick-and-mortar location

- Warby Parker eyewear – announcing children’s eye exams in Philadelphia
- Baby Bullet food processor – hosting a product fair designed to emphasize child nutrition and parenting information
- Nike – announcing a partnership with NBA player Giannis Antetokounmpo and youth fitness

You will prepare a detailed information kit that contains common elements PR practitioners rely on. It also must include some advertising “crossover” materials that today’s professional needs to be prepared to craft as the two disciplines intersect. There are required and optional elements, all designed to help you hone your writing skills AND to craft a package that is worthy to share with a potential employer. **THE INFORMATION KIT IS DUE TUESDAY, DECEMBER 4 BY 7:00 P.M. NO LATE SUBMISSIONS ACCEPTED**

Information kits will be presented Tuesday, December 13, 7-9 p.m., a format will be provided for the presentations.

All information kits must include 4 core components:

1. A **news release** with an accompanying strategy for which media outlets to send it to
2. **Fact sheet** and **FAQ** (the fact sheet must be 1-page, single-line spacing, 12 pt. font and the accompanying FAQ must be a minimum of 6 questions and answers on 1-page, single-line spacing, 12 pt. font) *If you select this option, you must produce both complementary pieces*
3. An advertising **creative brief** per the model shown in class that justifies the following 3 required elements:
4. A **print ad element** with advertising headline

In addition, the kit must include TWO additional elements. Discuss these elements with the instructor if you are unsure what to select. These are your options:

5. **Infographic** designed for posting on multiple platforms (with emphasis on the copy not the design)
6. **Thought-leadership piece** (taking a stance/position) for a social platform such as LinkedIn (500 words minimum). Assume you have influencer status!
7. An **OOH (out of home) ad element** with advertising headline

You will present your information kit during finals week (Dec. 13). Your 5-minute presentation will cover: overview of your selected company/topic; a brief discussion of each element; any challenges you faced during the planning, writing and/or editing of the materials.

V. Grading

a. Breakdown of Grade

Assignment	Grade
In-class writing, homework, quizzes	40%
Midterm	25%
Final/Information Kit	35%
TOTAL	100%

In this course, participation is factored into your in-class work as well as your comments/questions related to the writing assignments. A separate grading rubric will be provided for your Final Project.

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

Writing courses in the Public Relations program follow the following grading scale:

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

“B” projects have two to five spelling, grammar or AP style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

“C” projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

“D” projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

“F” projects are not rewritable, late or not turned in.

You will receive an individual assessment based on this rubric for every writing assignment. You should aim to see steady improvement as the semester progresses.

In addition, we maintain the highest standards of ethical writing/editing. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information (unless you are specifically assigned to insert fictional facts/quotes by your instructor for learning purposes)
- Plagiarizing an article, part of a script/article or information from any source. This includes improper attribution, lifting ideas from another source and/or representing any work as your own.
- Missing a deadline.

d. Grading Timeline

In general, all written submissions will be graded before the next class session so that students may keep apace of the writing fundamentals. Your midterm and final projects will be graded and returned within one week of submission.

VI. Assignment Rubrics

The general grading rubric for coursework falls under the Grading Standards section above. Separate grading rubrics for advertising submissions, the midterm and the information kit will be shown and discussed during class.

VII. Assignment Submission Policy

All assignments are due on the date and time noted on the syllabus unless otherwise noted. Exceptions will be announced during class and noted via email. **Submit your written submissions to Blackboard in standard Word format (generally 12-point type, 1.5 line spaced unless otherwise noted) and NOT a pdf!**

All assignments are due on the date/time specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given half the allowable points. Assignments late by more than one week will receive 0 points. **I do not accept make-up assignments.**

VIII. REQUIRED READINGS AND SUPPLEMENTARY MATERIALS

1. *“The Associated Press Stylebook and Briefing on Media Law”* ***Required**
 - a. Latest edition preferred. Online version is acceptable.

2. *"Public Relations Writing – Strategies & Structures"* by Newsom & Haynes
***Recommended**
3. *"Hey Whipple, Squeeze This"* by Luke Sullivan and Edward Boches ***Recommended**
4. *The AdWeek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters* by Joseph Sugarman
***Recommended**
5. Dictionaries and other writing references are indispensable. You need to have easy access to one or more guides to spelling, grammar, punctuation and writing style. *"Woe is I"* by Patricia O'Connor and *"The Elements of Style"* by Strunk and White are among the best of the shorter volumes. The bottom line: know where to look when you have questions about writing.
6. Newspapers, magazines, trade publications, websites and other publications as required by assignments or your own interests. **(See separate instructions on the PR 535 Blackboard "content" page for free student subscriptions to Wall Street Journal, New York Times and PR Week.)**
7. Some reading materials for this course may be posted to Blackboard.

IN PREPARATION FOR THE FIRST SESSION OF THE COURSE...

Please review the pre-recorded session on Tips for Effective PR Writing, posted on Blackboard.

Additional Reading

Additionally, please watch, listen and read from the following categories:

Traditional Media –

The Los Angeles Times and The New York Times, one news magazine (TIME, Newsweek, Fortune, Forbes, etc.) to stay current on broad topics; follow broadcast news outlets (CBS, NBC, ABC, KTLA, Fox, CNN, etc.), listen to radio news and talk radio such as NPR

Digital Media –

Daily Beast, Huffington Post, Mash, BuzzFeed, BBC, Daily Mail, etc.

Owned Media Examples –

Cisco (<https://newsroom.cisco.com/>)

Coca-Cola (<https://www.coca-colacompany.com/>)

Paid Media Examples –

Taboola (<https://www.taboola.com/>)

Outbrain (<https://www.outbrain.com/>)

IX. 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.

X. ADD/DROP DATES FOR SESSION 001 (15 weeks: 8/22/22 – 12/2/22)

Link: <https://classes.usc.edu/term-20223/calendar/>

Friday, September 9: Last day to register and add classes for Session 001

Friday, September 9: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Friday, September 9: Last day to change enrollment option to audit for Session 001

Friday, September 9: Last day to change a Pass/No Pass to a letter grade for Session 001

Friday, September 9: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 13: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 7: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, November 11: Last day to drop a class with a mark of "W" for Session 001

XI. 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.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Public Relations Writing -- Week 1 Tue., Aug. 23	Introduction & Syllabus Review: Welcome! Icebreaker activity. Instructor and student introductions. What is persuasive writing? Public relations practitioners are essentially storytellers: we wax poetic about a product, a service, a new movie release, or a new corporate policy. We will review side-by-side comparisons of passive versus active	Readings: AP Stylebook – Punctuation guide, A, B Handouts – "Types of Leads" "Nut Graphs" "Art of Persuasion" article Newsom & Haynes (optional) – Ch. 1 – Public Relations and the Writer (pp. 3-10) Ch. 3 – Writing to Clarify and Simplify Homework:	Deliverables: Complete your readings by next class session. Ad portfolio – Select your first set of ads with an explanation for each one

	<p>voice, and objective versus persuasive copy.</p> <p>Introduction to the Inverted Pyramid</p> <p>Introduction to the Information Kit (Final Project): Review elements, selection of a topic and schedule. Topic is due Week 6.</p> <p>Ad portfolio – Collecting samples of good and not-so-good ads</p> <p>In-class writing assignment: Craft a 400-word piece on your favorite brand (the image and personality applied to a product) to help me gauge your writing ability. You must give a brief description of the brand, then explain <i>why</i> it is your favorite. Due 9 p.m.</p>	No assignment	
<p>Week 2 Tue., Aug. 30</p>	<p>Effective PR Writing: The News Release - We will discuss elements of the Inverted Pyramid approach to writing with particular emphasis on lead paragraphs and nut graphs.</p> <p>Introduce the writing of quotes, elaboration graphs and inserting boilerplates for a news release.</p> <p>In-class writing assignment: Craft a series of leads and suitable nut graphs</p>	<p>Readings: AP Stylebook – C, D, E, F</p> <p>Review “Gallery of Award-Winning Headlines” on BB and be prepared to discuss during our headline review session.</p> <p>Newsom & Haynes (optional) – Ch. 4 – Grammar, Spelling & Punctuation Ch. 9 – Writing for Public Media (pp. 179-190, 206-215)</p>	<p>Deliverables: Your 3 lead graphs for the news stories – due Sunday by 7 p.m.</p> <p>Revised Espacio lead/nut graphs due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your second set of ads with an explanation for each one</p>

	<p>for Espacio Hotel, with emphasis on newswriting. Due 9 p.m.</p> <p>Practice writing a lead graph from 3 news stories -- handout is on Blackboard</p> <p>Quiz: Homophones</p>	<p>Review the pre-recorded lectures on: Cut the Cliches Word Choices Proofreading Spell Check Dog Puppies Misused Words</p> <p>Homework: Finish your lead graphs for the 3 news stories.</p> <p>Integrate teacher edits to your Espacio Hotel news release (lead and nut graphs)</p>	
<p>Week 3 Tue., Sept. 6</p>	<p>Writing that Sizzles: Throw out everything you learned about essay titles and term paper monikers: we're going to craft more than a dozen headlines during this fast-paced session. In addition, we'll examine the importance of quotations: who to quote and how.</p> <p>One way to enhance your storytelling is to employ bullet point copy. Despite the fact that you encounter it every day, you probably don't have much practice using bulleted copy. You'll learn how to incorporate bullet points into elaboration grafs. To end the news release, we typically insert what is called "boilerplate" material (see Inverted Pyramid structure). These elements, along with a strong lead and nut graph, constitute a standard news release.</p>	<p>Readings: AP Stylebook – G, H, I, J, K</p> <p>Newsom & Haynes (optional) – Ch. 7 – Writing to Persuade (pp. 127-146)</p> <p>Homework: Make teacher edits/revisions to your Espacio Hotel news release. Complete the Aussie headline assignment.</p>	<p>Deliverables: Aussie headline assignment – due Sunday by 7 p.m.</p> <p>The complete Espacio Hotel news release – due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your third set of ads with an explanation for each one</p>

	<p>Breakout groups: For the 3 news stories from Week 2, you will work with a partner to identify who might be the logical expert or spokesperson to quote.</p> <p>In-class writing assignment: Craft the final portions of the Espacio news release to practice writing quotes, elaboration graphs and inserting boilerplates. Due 9 p.m.</p> <p>Quiz: AP style</p>		
<p>Week 4 Tue., Sept. 13</p>	<p>Structure of a news release: review the components (lead, nut, quotation, elaboration and boilerplate paragraphs)</p> <p>Partners: Put scrambled paragraphs of a news release in order.</p> <p>Analyze a release for “newsworthiness”</p> <p>In-class writing assignment: Practice writing headlines for three LA Times stories (DeGeneres, Hollywood toilets, Dr. Fauci), Due 9 p.m.</p> <p>Quiz: AP style</p>	<p>Readings: AP Stylebook – L, M, N, O, P</p> <p>Handouts – “What is a News Release” “Planning the Evolution of Press Releases”</p> <p>Newsom & Haynes (optional) – Ch. 5 – Social Media Writing (pp. 82-92)</p> <p>Homework: Practice writing headlines and lead graphs for the Subaru and ball of lint events (find the document on Blackboard).</p>	<p>Deliverables: Headline and lead graph for Subaru and ball of lint stories due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your fourth set of ads with an explanation for each one</p>
<p>Week 5 Tue., Sept. 20</p>	<p>FAQs and Fact Sheets: Here we expand the Inverted Pyramid, adding layers as needed, depending upon our</p>	<p>Readings: AP Stylebook – Q, R, S, T, U, V</p> <p>Review a thought-leadership piece from</p>	<p>Deliverables: Polished fact sheet and FAQs due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your fifth set of ads with</p>

	<p>audience. Journalists rely heavily on an organization's fact sheet to craft their stories, while an array of audiences – especially customers – gravitate to FAQ pages on an organization's website. Both are essential tools in the PR practitioner's toolkit.</p> <p>In-class writing exercise: Write both an FAQ (minimum of 8 questions and 8 answers) and a fact sheet on an organization TBD. Due 9 p.m.</p> <p>Quiz: AP style</p>	<p>among the samples posted on BB.</p> <p>Newsom & Haynes (optional) – Ch. 11 – Newsletters (pp. 245-260)</p> <p>Homework: Add graphics and style to your fact sheet and complementary FAQs. Integrate suggested edits from teacher.</p> <p>View the PowerPoint on What is an FAQ Anyway? on Blackboard and other tutorial sources.</p>	<p>an explanation for each one</p>
<p>Week 6 Tue., Sept. 27</p>	<p>Crafting A Thought Leadership Piece: You've spent much of your academic career being told not to editorialize and not to have an opinion. Well, public relations practitioners will need to know how to write in the editorial or "opinion" voice. It starts with a compelling headline and includes a specific tone and jaw-dropping close. AND, these assignments are generally written for someone else in the organization, mainly an industry guru, sometimes known as a thought leader.</p> <p>In-Class Writing Assignment: You will craft a 200-word thought-leadership piece. Topic and voice</p>	<p>Readings: AP Stylebook – W, X, Y, Z</p> <p>https://www.forbes.com/sites/forbesagencycouncil/2017/01/17/five-highly-persuasive-digital-marketing-tactics/#6df11d217ab2</p> <p>Homework: Write the lead and nut graphs for the MacArthur Foundation news release (depending on the announcement date)</p>	<p>Integrate suggested teacher edits into your thought-leadership piece, add a graphic or photo – due Sunday by 7 p.m.</p> <p>Submit first two graphs of the MacArthur release Sunday by 7 p.m.</p> <p>Ad portfolio – Select your sixth set of ads with an explanation for each one</p>

	to be determined by class vote! Due 9 p.m.		
	Quiz: pronouns		
Week 7 Tue., Oct. 4	<p>News Release Practice: MacArthur Fellows Announcement news release. Review methods used for the lead and nut graphs by your peers.</p> <p>In-Class Writing Assignment: Begin working on the first and second elements of your information kit (I recommend the news release, fact sheet or FAQ)</p> <p>Review take-home portion of the midterm.</p>	<p>Readings: “Whipple”(optional) – Ch. 1 – A Brief History of Why Everybody Hates Advertising</p> <p>Please watch the pre-recorded Role of the Advertising Strategist before next week’s class.</p> <p>Homework: Complete the take-home portion of the midterm.</p> <p>Finish working on the first and second elements of your information kit.</p> <p>Complete the MacArthur news release – add the quotation, elaboration and boilerplate graphs.</p>	<p>Midterm: The take-home portion of your midterm – due Sun., Oct. 9 by 7 p.m.</p> <p>Prepare for the in-class portion of the midterm by reviewing all previously assigned readings.</p> <p>Deliverables: The first and second elements of your information kit – due Sunday by 7 p.m.</p> <p>MacArthur news release with the quotation, elaboration and boilerplate graphs added. Due Monday by 7 p.m.</p> <p>Ad portfolio – Select your seventh set of ads with an explanation for each one (your portfolio for weeks 1-7 will be submitted next week)</p>
Week 8 Tue., Oct. 11	<p>Fall Recess 10/13-10/14</p> <p>Midterm: In-class portion</p> <p>In-Class Writing Assignment:</p> <p>Ad portfolio – You will receive your folders back with teacher comments</p>	<p>Readings: “Whipple” (optional) – Ch. 2 – The Creative Process Ch. 3 – Ready Fire! Aim “What to say comes before how to say it”</p> <p>Homework: Finish the in-class writing assignment</p>	<p>Deliverables: 7 p.m.</p> <p>Ad portfolio – Select your eighth set of ads with an explanation for each one</p>
Week 9 Tue., Oct. 18	<p>Owned Media: eBulletins, websites After we review our midterm, we will consider “What is Owned Media?” Overview of newsletters, bulletins and info-</p>	<p>Readings: “Whipple” (optional) – Ch. 4 – The Sudden Cessation of Stupidity, How to get ideas</p> <p>Homework:</p>	<p>Deliverables: List of newsletter stories – due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your ninth set of ads with an explanation for each one</p>

	<p>graphics. How does “owned” or “controlled” media differ from other materials? We control the messaging and we own the distribution platform!</p> <p>Infographics: What are they and how are they used? Students will search online for sample infographics and share with the class with an explanation of what is attractive about the layout/design, etc.</p> <p>In-class writing assignment: Create an infographic utilizing a prepared template (Canva is recommended). This piece should be suitable for posting on Pinterest or as an electronic bulletin board announcement. *If you have elected an infographic as one of your information package elements, you may use your selected topic for this assignment. Due 9 p.m.</p>	<p>Develop a list of 6 articles for each of the newsletters distributed to the following audiences: 1. City of Pasadena residents, 2. employees of Home Depot, 3. American Airlines executive platinum frequent flyers</p> <p>Select what you think are 3 great ads (of any medium) and be prepared to tell the class why during the next class session.</p>	
<p>Week 10 Tue., Oct. 25</p>	<p>Crafting Your Pitch: PR and advertising practitioners will need to know how to write a pitch letter/email to an array of possible media targets. Introduction to pitch letters: the good, the bad, and the ugly!</p> <p>Breakout groups: Discuss student selections of “3 great ads” (of any medium)</p>	<p>Readings: “Whipple” (optional) – Ch. 5 - Write When You Get Work “Completing an idea”</p> <p>Review the Creative Brief document for Week 11.</p> <p>Homework: Begin working on the third element of your information kit (news release, infographic, fact</p>	<p>Deliverables: Third element of your information kit – due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your tenth set of ads with an explanation for each one</p>

	<p>In-class writing assignment: Write a pitch on a topic to be determined jointly by the class. Identify three media outlets to receive the pitch letter. Due 9 p.m.</p>	sheet, FAQ, or paid social ad)	
<p>Writing for Advertising -- Week 11 Tue., Nov. 1</p>	<p>Introduction to writing for advertising – Crafting an Ad We will establish the general tenets of good/great ads.</p> <p>In-class writing assignment: Rewrite an existing ad. Due 9 p.m.</p> <p>The Creative Brief: During this class we will discuss ad strategy and the role of the Creative Brief. The focus will be on what advertisers call 4 C's research on audience composition and insights. (4 C's = consumer, category, company, culture).</p> <p>In-class writing assignment (with a partner): Deconstruct an ad into a Creative Brief using a provided template. Due 9 p.m.</p>	<p>Readings: “Whipple” (optional) – Ch. 6 - The Virtues of Simplicity “Why it's hard to pound in a nail sideways”</p> <p>“The Intersection of Public Relations and Social Media Marketing,” Jessica Crozier, InQuest Marketing (posted on Blackboard) https://inquestmarketing.com/blog/the-intersection-of-public-relations-and-social-media-marketing/</p> <p>https://ambercreative.sg/blog/distinguishing-between-headlines-and-taglines</p> <p>Homework: Begin working on the fourth element of your information kit (fact sheet, FAQ or other previously listed options)</p> <p>Collect 3 advertising headlines to share in the next class that you believe to be effective in communicating the unique value (USP) of a company or product.</p> <p>Craft four different headlines for a print ad (teacher provided)</p>	<p>Deliverables: Fourth element of your information kit – due Sunday by 7 p.m.</p> <p>Print ad headlines due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your eleventh set of ads with an explanation for each one</p>

<p>Week 12 Tue., Nov.8</p>	<p>Ad Copywriting I: Focus on the Creative Brief We will determine how effective the 3 ads/ headlines are that you collected last week for homework.</p> <p>Where PR and Advertising Intersect: Review and discuss the homework reading from Jessica Crozier.</p> <p>A copywriter has only so many words with which to convince, so this week we will work on various nuances to copywriting: What makes an effective ad? Class discusses metaphor, simile, hyperbole and other techniques.</p> <p>We will review a series of print ads and discuss the messaging.</p> <p>In-class writing assignment: Develop a fresh Creative Brief using an assigned product with straightforward USPs and benefits. Due 9 p.m.</p> <p>Information Kits: We'll review and discuss common questions and issues about finalizing the info. kit.</p>	<p>Readings: "Whipple" (optional) – Ch. 7 - Stupid, Rong, Naughty, and Viral</p> <p>https://www.digitalmarketer.com/podcast/perpetual-traffic/persuasive-ad-copy/</p> <p>https://www.creativeblog.com/design/billboard-advertising-1131681</p> <p>https://digitalsynopsis.com/advertising/creative-billboards-outdoor-ads/</p> <p>https://www.bluelinemedia.com/docs/creating-effective-out-of-home-advertising.pdf</p> <p>Homework: Write a draft of your Creative Brief for the final project. It can be in outline form or in paragraphs.</p> <p>Begin working on the fifth element of your information kit (opinion piece or other previously listed options).</p> <p>Make teacher-directed edits to your print ad.</p>	<p>Deliverables: Creative Brief draft – due Sunday by 7 p.m.</p> <p>Fifth element of your information kit – due Sunday by 7 p.m.</p> <p>Revised print ad for your info. kit – due Sunday by 7 p.m.</p> <p>Ad portfolio – Select your twelfth set of ads with an explanation for each one. Your portfolio is due Week 13.</p>
<p>Week 13 Tue., Nov. 15</p>	<p>Ad Copywriting II: Focus on creating print and OOH ads (out-of-home): We continue our ad copywriting module with a visit from Vance Kim, a seasoned branding,</p>	<p>Readings: "Whipple" (optional) – Ch. 8 - Why Is the Bad Guy Always More Interesting?</p> <p>Notes on the villain – From "The Old Man" on FX</p>	<p>Deliverables: If you select to create a complementary ad, submit by Sunday by 7 p.m.</p>

	<p>marketing and advertising executive with 20+ years of agency and client-side experience.</p> <p>In-class writing assignment: Mr. Kim will provide you with details of his experience as an ad copywriter and the fundamentals of advertising copywriting, then you will take a stab at writing your own! In-class assignment. Due 9 p.m.</p> <p>OOH ads – We'll look at how OOH ads are developed and how to create a complementary OOH ad to your print ad design.</p> <p>The power of the billboard and 8 other types of outdoor advertising. Opportunities for thinking out of the box.</p> <p>Review and critique 51 examples!</p> <p>Ad portfolio – Submit your portfolio</p>	<p>“You’re not the villain here.” But then Zoe throws that idea back at Chase, spooking him into silence as he grapples with what he did three decades ago: “Nobody ever sees themselves as playing” the villain, she observes.</p> <p>Homework: If you select to create a complementary ad for your final project, develop copy.</p> <p>Continue to work on the Creative Brief that justifies the required elements of your information kit.</p>	
<p>Week 14 Tue., Nov. 22</p>	<p>Thanksgiving 11/23-11/25</p> <p>Ad Copywriting III: Focus on radio/podcast scripts What do we want the reader/viewer/listener to DO once they’ve reviewed the ad? Buy a product? Vote for a candidate? Donate to a cause? During this class</p>	<p>Readings: “Whipple” (optional) – Ch. 9 - Zen and the Art of Taste-Puft</p> <p>Additional websites with ad copywriting and production tips (optional reading): https://www.wrapbook.com/blog/best-commercials</p>	<p>Deliverables: Submit the creative brief that you developed by deconstructing your selected ad.</p>

	<p>session, we will hone in on calls to action.</p> <p>In-class writing: Take an ad from your portfolio and develop a script for either radio broadcast or podcast use. Due 9 p.m.</p>	<p>https://dailycommercials.com/the-10-popular-tv-ads-of-2021-so-far/</p> <p>https://nofilmschool.com/free-tv-commercial-script-template</p> <p>https://boords.com/blog/how-to-write-a-tv-commercial-script</p> <p>Homework: Take an ad from your portfolio and deconstruct it resulting in the creative brief most likely used by the copywriting team.</p>	
<p>Week 15 Tue., Nov. 29</p>	<p>Wrapping It Up! Instructions on how to present your kit next week.</p> <p>Last questions, comments, concerns about what you've learned this semester.</p> <p>In-class writing assignment: Review all elements of your information kit with teacher input on layout, font size, colors, etc.</p> <p>Submit course evaluations</p>	<p>Readings: "Whipple" (optional) – Ch. 10 – Digital Isn't a Medium, It's a Way of Life</p> <p>Homework: Final Project - Proofread and finalize your all elements of your final project.</p> <p>Create your 5-slide class presentation.</p>	<p>Deliverables: All final projects are to be submitted to Blackboard by Sunday, Dec. 4 by 7 p.m. No late submissions will be accepted.</p>
<p>Study Days Dec. 3-6</p> <p>Exams Dec. 7-14</p> <p>PR 535 - Final Exam Dec. 13, 7-9 p.m.</p>	<p>Presentation of Final Projects: You will present your completed Information K it. Give an overview of your selected organization/brand, walk us through the contents, describe any challenges you encountered.</p>		

XII. POLICIES AND PROCEDURES

I expect all students to attend all classes, however, I understand that occasionally students may need to miss a class. Please email me as soon as you know you will miss a class. It is up to the student to check the syllabus and Blackboard for assignments, both in-class and homework, that need to be done.

Students are expected to check email regularly throughout the day. Don't miss out on instructor messages. When I return a graded assignment to you via Blackboard there will be comments including an occasional request for students to redo all or a portion of an assignment. Be sure you know how to click on graded assignments to see instructor feedback.

During class time I shouldn't see students on laptops or cell phones unless there is a teacher-directed reason. Wait for a break in the class to check messages and email, etc.

You are expected to dress appropriately for class.

XIII. 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 one percent (1%) 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.

XIV. 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.”

b. Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

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

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XV. ABOUT YOUR INSTRUCTOR

Lisa Cracchiolo Tush was graduated from USC's School of Journalism with an emphasis in public relations in 1984 and worked in Los Angeles for close to 20 years at four PR agencies: Hill and Knowlton, Burson-Marsteller, Ketchum Public Relations and Ogilvy PR.

Much of her time was spent developing communications elements ranging from media materials to customer newsletters. She worked on numerous accounts including Bridgestone Tires, Epson Computers, Hilton Hotels, Metrolink commuter rail, and Star System ATM network. Additionally, she has experience in media relations and organizing special events.

In 2005, she obtained her teaching credential from Cal State L.A. and transitioned from PR to teaching language arts at the junior high level. She has taught at two LA-area Catholic schools for 10 years focusing on literary analysis and writing instruction.

In addition to teaching at the USC Annenberg School, Lisa volunteers at Cal Poly Pomona where she is an Executive in Residence in the business school. She works with students to prepare them for job interviews. She provides counsel on resumes, letters of recommendation, job selection, and interview skills.

She loves reading, traveling, cooking and watching HGTV. Her current favorite podcasts are *Were you Raised by Wolves?*, *Southern Living's Biscuits & Jam*, and *My Favorite Murder*. Lisa also has started writing travel articles for Playground-Earth.com.