



**COURSE OUTLINE**

<b>COURSE NUMBER:</b>	<b>DPS 51001 1801</b>
<b>COURSE NAME:</b>	<b>Writing for Public Relations III</b>
<b>COURSE PRE-REQUISITE(S):</b>	<b>Writing for Public Relations II</b>
<b>INSTRUCTOR:</b>	<b>Rachelle Taylor</b>
<b>INSTRUCTOR CONTACT:</b>	<a href="mailto:rachelleltaylor@gmail.com">rachelleltaylor@gmail.com</a>
<b>DATES AND TIME:</b>	<b>March 1- April 12, 2019</b> <b>6 Fri, 9:00 a.m. – 4:00 p.m.</b>
<b>EXAMINATION DATES:</b>	<b>No Examination</b>

*Authorized equipment for all exams will be pens, pencils, and eraser. Unauthorized equipment or material will include all electronic devices, including cell phones and written course material. Your instructors may authorize additional material or equipment for this course.*

**Photo ID will be required for all PACE exams.**

<b>TECHNOLOGY REQUIREMENTS:</b>	<b>Laptop required</b>
<b>REQUIRED READINGS:</b>	<b>Public Relations Writing and Media Techniques, (paperback), 7th Edition, Pearson, Dennis L. Wilcox</b>

Consult the bookstore [website link](#) for the most recent textbook edition

**NEXUS:**

Course materials, resources and assignments will be posted on Nexus, the online course management system, supporting the delivery of this course. Please use your WebAdvisor username and password to log in to Nexus system to retrieve these materials and to access important class communication. Not all part-time courses are posted on Nexus; if not, materials, if applicable, are available in class.

**HUMAN RESEARCH REQUIREMENT:** The TCPS 2 Tutorial Course on Research Ethics (CORE): <http://www.ethics.gc.ca/eng/education/tutorial-didacticiel/>

Students are required to complete the online tutorial and must submit the certificate of completion issued to the instructor once they have successfully passed the course.

## COURSE DESCRIPTION:

The Writing for Public Relations III course is the capstone of the public relations writing courses. This course helps participants further develop their writing skills by producing a variety of longer communication pieces commonly used by public relations professionals in their daily work. The course dissects annual reports, grant proposals, position papers, and other essential communication reports so that participants can produce strategic and persuasive documents. Key elements cover the legal requirements, the information gathering process, the writing essentials, and the basics of layout and design.

## LEARNING OUTCOMES:

On successful completion of this course, students should be able to:

- Write to impact change and shift public perception;
- Strengthen their public relations writing and tailor the style according to medium, audience and issue;
- Prepare advanced reporting communications such as Annual General Reports, status reports, Request for Proposals (RFP), and formal business cases;
- Produce a credible position paper that substantiates a claim based on a well-developed and fact-based argument;
- Write concise, well-structured and informative briefing notes for senior management or officials;
- Prepare an effective grant proposal or funding application and identify sources of previous submissions.

## DISCLAIMER:

Please consider this course outline as a general guide. Time constraints and other unforeseen factors may require some adaptation of the course materials.

## LECTURE SCHEDULE:

SCHEDULE DATES	LECTURE TOPICS
March 1, 2019	Market Research Methods Intro to the marketing research industry Explaining the marketing research process The TCPS 2 Tutorial Course on Research Ethics (CORE) Quick Review of Critical Public Relations Materials ➤ Quick Tips for Developing and Improving Your PR Writing Style ➤ Strengthening Communication ➤ Key Messages Revisited ➤ Strengthening Your Writing: Media Releases, Advisories, and Feature Articles ➤ Cohesive Personal Brand across all Social Platforms Writing to Impact Change ➤ Shifting public perception

	<ul style="list-style-type: none"> <li>➤ How to create emotional impact</li> <li>➤ Writing for intellect and the emotions simultaneously</li> <li>➤ Show, don't tell</li> <li>➤ Focusing on the possibilities</li> <li>➤ Creating strong metaphors</li> </ul>
March 8, 2019	<p>The Anatomy of an Effective Position Paper</p> <ul style="list-style-type: none"> <li>➤ Convincing an audience that your opinion is valid and defensible</li> <li>➤ Selecting a topic</li> <li>➤ Analyzing the issue and developing a fact-based argument</li> <li>➤ Considering the audience to determine your viewpoint</li> <li>➤ Developing a thesis statement</li> <li>➤ Addressing all sides of the issue</li> <li>➤ Writing Persuasively</li> <li>➤ Diction, paragraphs, and transitions</li> </ul>
March 15, 2019	<p>The Anatomy of a Strong Briefing Note</p> <ul style="list-style-type: none"> <li>➤ The purpose of briefing notes in PR</li> <li>➤ Distilling complex information into a short, well-structured document</li> <li>➤ Briefing notes in government communications</li> <li>➤ What makes a good BN?</li> <li>➤ The purpose</li> <li>➤ The summary of the facts</li> <li>➤ The conclusion</li> </ul> <p><b>In-class individual assignment scheduled from 1:00 – 3:00 pm. Attendance is required to complete this assignment.</b></p>
March 22, 2019	<p>The Anatomy of an Effective Proposal and/or Grant</p> <ul style="list-style-type: none"> <li>▪ Keys to Effectively Sourcing and Researching Grants and Other Funding</li> <li>▪ Grant and Proposal Writing</li> <li>▪ Executive Summary</li> <li>▪ Description of the Financial Need or the Project Parameters</li> <li>▪ Background Information</li> <li>▪ Follow-up</li> </ul> <p>Advanced Reporting Communications</p> <ul style="list-style-type: none"> <li>➤ Annual/General Reports</li> <li>➤ Status Reports</li> <li>➤ Request of Proposals</li> <li>➤ Formal Business Case</li> </ul> <p>Preparing a Business Case</p> <ul style="list-style-type: none"> <li>➤ Research as the foundation of your case</li> <li>➤ Language and word choice</li> <li>➤ Elements of a business case</li> </ul> <p><b>In-class group work scheduled from 1:00 – 3:00 pm. Attendance by all group members during this time is critical for the success of the project.</b></p>

<b>March 29, 2018</b>	<b>There is no class scheduled on this date</b>
April 5, 2019	<p>The Anatomy of an Annual General Report</p> <ul style="list-style-type: none"> <li>➤ D efining the accom plishm ents</li> <li>➤ Sharing storiesthat highlight the company’s successes</li> <li>➤ V isually represented financials</li> <li>➤ Include lists ofB oards ofD irectors and supporters</li> <li>➤ L anguage and w ord cho ice</li> <li>➤ L ayoutand design considerations</li> </ul> <p>The Anatomy of a Status Report</p> <ul style="list-style-type: none"> <li>➤ L isting B oards ofD irectors and Supporters/Sponsors</li> <li>➤ L anguage and w ord cho ice</li> <li>➤ L ayoutand design considerations</li> </ul>
April 12, 2018	<p>The Anatomy of a Request for Proposal</p> <ul style="list-style-type: none"> <li>➤ P rojectov iew and adm in istrative inform ation.</li> <li>➤ T echnical requ irem ents</li> <li>➤ M anagem entrequ irem ents</li> <li>➤ S upplierqualifications and references</li> <li>➤ C ontractand license agreem ent</li> <li>➤ W hatto include in the appendices</li> </ul> <p>Developing Your Written Style</p> <ul style="list-style-type: none"> <li>➤ C om m on w ritten styles</li> <li>➤ T oo ls for develop ing your vo ice</li> <li>➤ F inding authenticity</li> </ul>

**Remember to complete your course evaluation immediately after this course is complete. We take your feedback very seriously and use it to continually improve our courses and programs.**

- **Full time course evaluations are available on NEXUS**
- **Part time and online course evaluations will be emailed to you**

**VOLUNTARY WITHDRAWAL:**

Students can voluntarily withdraw from a course up to the 75% point in a course without any academic penalty. Note that this does not include the hours for the invigilated exams. It is the student’s responsibility to withdraw this course to ensure no academic penalty is incurred. Please consult the Registration Office or Academic Advisor for a **Request for Voluntary Withdrawal** form.

**METHOD OF EVALUATION:**

<b>VALUE</b>	<b>ITEM OF WORK</b>	<b>DUE DATE</b>
10%	<p>Blog assignment: Impacting Social Change            This blog assignment will involve researching an influencer and writing a blog post on how this person influences change.            The research for the blog assignment will involve human research, as well as primary and secondary research.            Students will write a 400-600 word blog post on a topic of their choosing that utilizes the concepts discussed in-class and that will evoke some kind of change in perception for the reader.            Further instructions will be provided in-class and a grading rubric will be reviewed and posted in Nexus.</p>	March 8, 2019
20%	<p>Position Paper Assignment            Students will be tasked with writing a credible position paper that substantiates a claim based on a well-developed and fact based argument.            Further instructions will be provided in-class and a grading rubric will be reviewed and posted in Nexus.</p>	March 15, 2019
25%	<p>10% - Briefing Note            15% - Accompanying Media Release            Students will be given a scenario in class for which they will be required to write a position paper and accompanying media release/ Further instructions will be provided in-class and a grading rubric will be reviewed and posted in Nexus.</p>	March 22, 2019
30%	<p>Advanced Reporting Communications: Formal Business Case (Group Presentation)            20% - Individual Writing            10% - Group Presentation            In groups of 3 - 4, students will prepare a formal business case on a situation provided by the instructor. Class will be given time in-class to work on this assignment with their groups.             Each member of the group must write one component of the case and the group must present all the articles in a formal business case format.            The research for the background section of the Business Case and Strategy recommendations of this assignment will involve human research, as well as primary and secondary research.</p>	April 5, 2019

	Further instructions will be provided in-class and a grading rubric will be reviewed and posted in Nexus.	
10%	Blog Assignment: Passion post	April 12, 2019
5%	Participation	N/A

**All applicable assignments must be typed, as well as formatted and referenced according to APA 6<sup>th</sup> Edition specifications. See the policy on the UWINNIPEG Academic Writing Standards.**

**MINIMUM GRADE:**

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

**PARTICIPATION:**

Participation is an important component of a meaningful learning process. Contributions to class activities, group work, and class discussion will enhance your academic success and contribute to a more positive and productive learning environment. Participation is a reflection of actively engaging in class room work and attentiveness to the contributions of others and the instructor. Participation is also a reflection of being present in the classroom in a timely fashion and not distracting others.

**PARTICIPATION GRADE RUBRIC:**

<b>GRADE</b>	<b>CHARACTERISTICS / DESCRIPTION</b>
1	Displays most or many of the following: Does not participate in class discussion. Does not ask questions. Does not listen when others speak or interrupts discussion. Is distracted during class (i.e. uses social media, cell phone, computer, sidebar conversations etc.). Is almost never prepared. Misses all or nearly all classes, is late for all, or nearly all, start of the class, or is late returning from breaks.
3	Displays most or many of the following: Is present, but responds minimally when asked directly. Is adequately prepared for class, but does not analyze or provide interpretation. Rarely asks questions, and does not always listen when others speak; is sometimes distracted during class (i.e. uses social media, cell phone, computer, sidebar conversations, etc.). Is often absent or often late for the start of the class or returning to class after break
5	Displays all or nearly all of the following: Very well prepared – read materials and relates it to other materials (readings, course material, discussions, experiences, etc.). Evaluates and analyzes material, and offers new and insightful approaches. Significantly contributes to discussion – listens to classmates and provides further analysis to maintain discussion. Very active discussion. Attends every class, is never late for the start of class or returning from break. Is always, or nearly always, attentive to class discussions and the instructor, never uses cell phone, computer or engages in sidebar conversation.

## **RESEARCH POLICY:**

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

## **POLICY FOR LATE ASSIGNMENTS:**

- All assignments will be given a due date.
- Individuals who cannot meet the deadline and have a legitimate reason (i.e., illness supported by a medical certificate relative to the due date), must request an extension in writing from the instructor no later than the 24 hours before the deadline.
- Students who do not receive an extension from the instructor will receive a grade of zero on the assignment if the assignment is not submitted by the due date.
- It is the student's responsibility to retain an electronic copy of ALL assignments submitted for grading.

## **STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:**

Refer to the [Student Handbook](#) for academic and general PACE policies. This information is also available on the UWinnipeg PACE website.

**It is the students' responsibility to read the policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.**

## **ACADEMIC MISCONDUCT:**

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

- [Academic Misconduct Policy](#)
- [Procedures: Academic Misconduct Policy](#)

## **UWINNIPEG RESPECTFUL LEARNING POLICY:**

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

## **ACADEMIC ACCOMMODATIONS:**

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

**UWPACE GRADING SYSTEM:**

<b>Letter Graded</b>	<b>Percentage</b>	<b>GPA</b>	
<b>A+</b>	<b>96-100</b>	<b>4.50</b>	<b><u>Pass/Fail</u></b>
<b>A</b>	<b>91-95</b>	<b>4.00</b>	<b>P      Pass</b>
<b>A-</b>	<b>83-90</b>	<b>3.75</b>	<b>F      Fail</b>
<b>B+</b>	<b>75-82</b>	<b>3.50</b>	<b><u>Non-Graded</u></b>
<b>B</b>	<b>70-74</b>	<b>3.00</b>	<b>CP      Certificate of Participation (75% Attendance)</b>
<b>C+</b>	<b>66-69</b>	<b>2.50</b>	<b>NC      No Certificate of Participation</b>
<b>C</b>	<b>57-65</b>	<b>2.00</b>	<b><u>Special Designations</u></b>
<b>D</b>	<b>50-56</b>	<b>1.00</b>	<b>I      Incomplete</b>
<b>F</b>	<b>&lt;50</b>	<b>0.00</b>	<b>TC      Transfer Credit</b>
			<b>S      Standing</b>

**DISCLAIMER:**

Please retain a copy of this course outline for reference purposes and/or future academic endeavor.

Note: PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.