

College of Professional Studies
Graduate School of Political Management
Strategic Public Relations Master's Degree Program
PSPR 202 – Advanced Writing for Communications Professionals:
From Context to Composition and Beyond
Fall 2008 – Three Credits

On Campus Syllabus

Meeting Dates: 14 classes, September 4, 2008-December 11, 2008 (November 27 is Thanksgiving holiday)
Class Hours: 7:10 p.m. – 9:00 p.m.
Class Location: Alexandria Graduate Education Center, 1925 Ballenger (King Street Metro Stop)
Instructor: Don Bates
Phone: 202-994-9419
Email: dbates@gwu.edu (preferred method of communication)
Mail Address: Graduate School of Political Management (GSPM), 805 21st Street NW, Washington, DC 20052
Office Hours: Thursdays, 5:00 p.m.-6:30 p.m. at Alexandria Campus (call to be sure I'll be in)

Course Topics

- Public relations and public affairs writing principles and practices
- Public relations and public affairs writing formats and guidelines
- Public relations and public affairs writing issues and challenges
- Key factors in public relations and public affairs writing success; i.e.:
 - Research
 - Situation analysis
 - Strategic thinking
 - Targeted audience
 - Targeted messages
 - Credibility
 - Ethics
 - Human interest
 - Insight
 - Accuracy
 - Substance
 - Meaning
 - Substantiation
 - Story
 - Expertise
 - Action
- Basic theories of communication and persuasion
- Writing for the print, broadcast and online media
- Laws and regulations affecting public relations and public affairs writing
- Ethical guidelines for public relations and public affairs writing
- Proofreading and copy editing basics

Course Objectives

This course is intended to help you and your classmates write more precisely and powerfully for public relations and public affairs purposes by applying accepted principles and practices that have evolved into present-day professional standards. The focus is on writing simply and directly after thinking logically and intelligently about your needs as the sender and the needs of the people to whom you're writing.

Good public relations and public affairs writing results from methodically applying proven tools and techniques that build, most notably, on modern journalistic principles and practices but with an ancient historical tradition dating back to the Ancient Greeks and Romans. Greek philosophers such as Aristotle, Socrates and Plato gave us our first pedagogically sound ideas about how to learn and communicate with different audiences through writing, speaking, acting and, most important, dialogue and debate.

The course includes lectures, reading and discussion. By the end of this course, you should understand:

- How to write effective public relations and public affairs communications.
- How to write specific public relations and public affairs formats and styles.
- How to write simply, directly, credibly and strategically for target audiences.
- How to assess and manage the public relations and public affairs writing of staff, consultants and others.

Course Requirements

Blackboard

Familiarize yourself with this campus software. We will use it for communications outside of class. We will also use it, as appropriate, for quizzes, ad hoc readings, and course information.

Participation

You must participate fully in all class discussion and you are expected to contribute several comments as part of any class discussion. Points will be given for the quality (not quantity) of your responses. Quality means many things: articulate response; logical argument; cogent explanation; substantiated opinion; new line of thinking; new information; supportive commentary; reference to the course readings; reference to outside readings; and independent research. So you have a lot of room to contribute your views and ideas.

Course Assignments

You must submit all assignments when due. You will receive a “0” grade for late or incomplete submissions. If there are extraordinary, extenuating circumstances, such as a family death, that could prevent you from completing a given assignment on time, let me know immediately by e-mail **AND** phone. Tell me, as well, when you think you will finish the work.

To help me grade your written assignments – and to help you understand the grades given – I use a template that includes 25 fairly standard criteria, including style, format, grammar, syntax and graphic appeal. See **CRITERIA FOR EVALUATING AND GRADING ASSIGNMENTS** in the Electronic Reserves. I also use the **GRADING STANDARDS** noted below.

Assignment Format

To help me read your assignments comfortably, you must prepare your assignments in keeping with my required formatting guidelines. With a few exceptions, they follow standard guidelines for editorial submissions to publishers and the press. The guidelines also help to eliminate potential bias that could result from differences in layout and graphic appeal. See **FORMATTING CRITERIA FOR ASSIGNMENTS (AND SAMPLE)** in the Electronic Reserves.

Reading

You must complete all reading assignments by the next week’s class. **I WILL HAVE QUIZZES AT THE START OF EACH CLASS THAT COVER THE READING IN BOTH TEXTS.** Typically the quizzes will feature multiple-choice questions but may also include open-ended questions.

Academic Integrity (Official GW statement)

The University community, in order to fulfill its purposes, must establish and maintain guidelines of academic behavior. All members of the community are expected to exhibit honesty and competence in their academic work. Incoming students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking examinations.

Members of the community will be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper University channels.

Copies of the University Code of Academic Integrity can be obtained from the following officers: all department chairs, all academic deans, the Registrar, and the Vice President for Academic Affairs.

Academic Integrity Policy

The purpose of engaging in a writing assignment is for students to learn the process of research, analysis, synthesis, and communication through the written word. The perfection of the final product is far less important than participation in the process. To use another's work without citation or acknowledgement is not only academically dishonest and a punishable offense, it is also a waste of the student's and the instructor's time, energy, and resources. The following is the relevant portion of GW's Code of Academic Integrity (<http://www.gwu.edu/~ntegrity>):

Definition of Academic Dishonesty

(a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

(b) Common examples of academically dishonest behavior include, but are not limited to, the following:

- 1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.
- 2) Fabrication - intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.
- 3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.
- 4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)
- 5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

The recommended minimum penalty for such offenses, whether on a rough or final draft, is to fail the assignment; the more common penalty is to fail the course.

Course Texts

- Wilcox, Dennis L. *Public Relations Writing and Media Techniques*, 5th edition. Boston, MA: Pearson Publishing, Inc., 2005. ISBN 0-205-41839-X. This text focuses primarily on public relations writing, but the same principles and practices apply to political management and legislative affairs writing. A copy is on reserve in the GW library.
- O'Connor, Patricia. *Woe Is I (Grammarphobe's Guide to Better English in Plain English)*, Penguin Group, 2004. ISBN-13: 978-1573226257.

Course Evaluation

Grades are made available to students through the Office of the Registrar after the close of each semester. The following grading system is used: A, Excellent; B, Good; C, Satisfactory; D, Low Pass; F, Fail; other grades that may be assigned are A-, B+, B-, C+, C-, D+, D-, and I. The symbol I (Incomplete) indicates that a satisfactory explanation has been given the instructor for the student's inability to complete the required course work during the semester of enrollment. The instructor will determine an agreed upon due date for the incomplete work. The course work must be completed within the designated time period agreed upon by the instructor and student, but no more than one calendar year from the end of the semester in which the course was taken. If the work is not completed by the due date the student will be graded F (Failure) for the course.

Letter Grades

- A 96-100 (no A+ grades in GSPM courses)
- A- 90-95
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72 (lowest grade to pass)
- D+ 67-69
- D 63-66
- D- 60-62
- F 59 or below
- I Incomplete:

Grading Standards

- **A:** In a business environment this assignment would distinguish you as a top writer in your organization. It represents work that is outstanding in every way; e.g., strong research, logical structure, smart thinking, appropriate style, accepted syntax, correct grammar. You fulfilled all the requirements and went beyond by contributing substantive ideas and/or insights. You clearly addressed the goals of the assignment and communicated simply and directly to your target audience.
- **B:** In a business environment this work would reflect well on you and your organization. You completed the assignment, fulfilled all requirements, and contributed additional ideas and/or insights but the results are relatively ordinary except, perhaps, for aspects of your research, style and presentation. The assignment would be judged as adequate but undistinguished.
- **C:** You completed the assignment and fulfilled the requirements but in a business environment the work would not represent you or your company well without major revisions in logic, organization and the essentials of compositional accuracy as well as style.
- **D:** You fulfilled some of the requirements of the assignment, but not all. This work would need to be completely reworked before it would represent you or your company professionally.
- **F:** You did not submit the assignment.

Grading Percentages

- Written assignments: 80%
- Class discussions: 5%
- Short commentaries (total of 4): 5%
- Final project kit: 10%

TOTAL: 100%

In Case of Emergency

If you suspect there may be a closing, please visit the University home page and look for an announcement or call the University emergency hotline (202-994-5050). If there is a closing or class cancellation for any reason – bad weather, my illness, power outage, etc.– I will attempt to send a class e-mail and post the closing or cancellation on our announcements page in Blackboard. Regardless of the circumstances, you should still submit all assignments that are due that day. You should also be prepared to make up the class via Blackboard.

Course Perspective

Suffice it to say, I consider simple and direct writing as a touchstone of professional excellence regardless of the writer's particular job or intention. More important for this course, simple and direct writing is critical to the conduct of successful public relations and public affairs programs.

For recipients, simplicity and directness enhance comprehension and understanding. They make information less complicated and more memorable. They add precision, frequently elegance, to human communication. For the writer, they aid thinking and expression. Once mastered, they make it easier to write well – to convey ideas, share knowledge, get action. In a phrase, to accomplish one or more of the many goals for using the written word in ways that the mass of literate people have come to accept as appropriate for the conduct of human affairs.

When it comes to prose, there is no better way to write well than simply and directly, although learning to practice simplicity and directness is almost as challenging as learning to play a musical instrument. Certainly, the same rubric applies for proficiency: practice, practice, practice.

Please note: Most people in this course do not work directly in public relations or public affairs. And most do not write or have not written for a living. So there is no need to inflate your writing experience. Honesty in writing, like so much in life, is the best policy.

Tools to Assist You in Writing

To assure accuracy in this and all your writing assignments, you should have a good dictionary, thesaurus and style guide at hand throughout this course. At the very least, you should bookmark a few Web sites as “favorites” for accessing these tools online. Here are a five top-ranked sites to consider:

- [Encarta World English Dictionary](#) Microsoft's dictionary.
- [Dictionary.com](#) Covers definitions from many dictionaries.
- [Merriam-Webster Dictionary](#) One of the best (includes a thesaurus).
- [Free Dictionary](#) Good dictionary and thesaurus combination.
- [WordReference.com](#) Good dictionary that also covers other languages.

You should use these and related tools regularly to assist you in proofreading and rewriting your work. They are for the writer what surgical tools are for surgeons. Without them, it's difficult to operate correctly. And the more you use them, the more you'll learn about writing and the more your writing will improve.

If you buy printed versions, you should consider buying hard covers. As a public relations or public affairs writer you will need them at hand for years to come, so you want them to last. Check your used bookstore to save money. Or go on Amazon, Barnes and Noble or other online booksellers. But look for the latest editions. If you come up with truly great source for low-cost copies, let me know.

Writing Assignments

During this course, you are required to write several public relations and public affairs documents with the goal of learning how and why to write them. Included among your assignments are the following:

1. **Project profile** (including strategy, goals, tactics, budget and timetable for a public relations or public affairs program or campaign that will provide the context for evaluating the content of your written assignments). 10% of grade.
2. **Project presentation** (in-class summary with or without PowerPoint). 5% of grade.
3. **Backgrounder** (structured document summarizing important information about the company, organization, product, service, or political candidate that is the focus of your project). 5% of grade.
4. **Message template** (major strategic messages for driving your project). 5% of grade.
5. **News release** (conventional PR form for delivering news and information to the press). 10% of grade.
6. **Feature article** (detailed story providing expanded perspective on the topic addressed; e.g., an expert guide on how-to get into college). 10% of grade.
7. **Pitch letter** (request for news or editorial coverage of a particular story by a particular medium or group of media). 10% of grade.
8. **Fundraising or membership solicitation letter** (appeal for in-cash or in-kind contributions to support a charity, cause, political initiative, political candidate, grassroots campaign, or other endeavor). 5% of grade.
9. **All-purpose speech** (Short “cookie cutter” speech for a corporate executive or political candidate (i.e., stump speech). 10%
10. **Op-Ed** (insightful analysis of and recommendations for addressing a public issue that typically appears in the editorial pages of a newspaper or magazine). 10% of grade.

You will also look at other kinds of writing such as blogs and Web sites, and you will prepare short papers on writing issues of concern to public relations and public affairs practitioners and the enterprises they represent.

Working in pairs and groups you will review the strengths and weaknesses of your own writing and the writing of your classmates. .

In fulfillment of your final grade you must assemble and submit a final portfolio of your writing assignments, draft as well as finished, along with individual summaries of their strengths and weaknesses.

Course Project

To make your writing assignments more germane for the course, you will work with a real-world public relations or public affairs project for your company or organization – or for a political candidate or cause – that will provide the context and content for what you will write.

In choosing a project, pick one that has a goal or goals that you think you can reasonably help it to achieve with the application of basic public relations and public affairs strategies and tactics. To help measure and evaluate the potential results of what you have written, you should plan to achieve your goal(s) within 6 months to two years.

At a bare minimum, your project must involve working with the media (print, broadcast and online) and at least one other key audience (e.g., voters, employees, customers). In addition to covering the in's and out's of writing, your textbook provides a good introduction on how to work with the press for public relations and public affairs purposes. You will have a full course on media relations next semester, so we won't spend much time on this topic except as background for our writing assignments.

CHOOSE YOUR PROJECT IN THE NEXT WEEK and submit a 300-word rough draft overview, including the name and address of the organization involved and a chief spokesperson whom we may contact, if need be, to get additional information. Also, outline the goal(s) you want to achieve, why and by when. Make sure the project is new. You cannot work on old business.

Here are a few ideas for projects (but the final choice is up to you and may have nothing to do with what's summarized here):

- Help a corporation to go public, sell more of a specific product, publicize community involvement, lobby for a law or regulation, or recruit employees.
- Assist a not-for-profit organization to recruit volunteers, raise money, promote an event, or inform its members about a particular issue.
- Enable a government agency to publicize a new program, build public participation in a local or national initiative, or promote a “new face” to the community.
- Help a politician win public office, gain grassroots support for a law or regulation, or fight attempts by his or her opposition to undermine their reputation or contributions.

In making your decision, think of projects that relate to today's hot-button social, economic and political issues; e.g., global warming; recycling; technological advances; workplace diversity; immigration; overseas trade; urban renewal; drug addiction; transportation alternatives; legislative reform; health care; elder care; taxation; energy independence. And think of projects that will help to further your personal and professional interests. This is an opportunity for you to work on something that will not only enhance your writing skills but also advance your career.

Using the 4 C's to Help

To enhance your learning in this course, I invite you to apply the following four principles (4 C's) which I consider important to writing success:

- **Committed action** (I will apply myself to writing well no matter what I write, with the goal of communicating as simply and directly as I can with my target audience).
- **Conscientious effort** (I will intentionally apply accepted tools and techniques for writing clearly and concisely for public relations and public affairs purposes).
- **Critical awareness** (I will accept criticism of my writing and the writing of others without defensiveness and acknowledging that all writing can be improved).
- **Continuous care** (I will actively read about, study, discuss, and encourage good writing wherever I work).

Please send me an e-mail in which you agree to abide by these principles during the course – and I hope well beyond.

Course Research

In addition to the course text and the GW libraries, you may use a variety of other credible sources to gather information, facts, and opinions. Here are some obvious resources for you to consider:

- Popular writing books; e.g., those by Strunk and White; William Zinsser; and Richard Lanham.
- Public relations trade media, online and off; e.g., Odwyerpr.com; prnews.com; bulldogreporter.com;
- Public affairs trade media, online and off; e.g., Campaigns and Elections; Politico; National Journal; The Hill.
- Web sites and blogs on writing; e.g., Ann Wylie and Joan Stewart.
- Journalism publications and Web sites; e.g., American Journalism Review, Columbia Journalism Review.
- Professional organizations such as the Institute for Public Relations Research and Education; Public Relations Society of America (PRSA); International Association of Business Communicators (IABC); Public Affairs Council; Arthur Page Society.
- Individual professionals in public relations and public affairs.

See the **Course Online Resources** and **Course Bibliography** in the **Electronic Reserves** for more detailed references to these and other sources.

WEEKLY CLASS INFORMATION STARTS ON NEXT PAGE

WEEKLY CLASS INFORMATION

Class 1 September 4, 2008
Introduction, Syllabus Review and Course Project Development

Reading: PR WRITING

- Chapter 18, Program Planning, Pp. 528-547

WOE IS I (WII) Chapters

- 1. THERAPY FOR PRONOUN ANXIETY;
- 2. PLURALS BEFORE SWINE: Blunders With Numbers;

Planning Hierarchy (Handout)

Assignments: By next class, submit:

- 15 copies of your rough draft project proposal for review and approval as is or edited. We will discuss all projects in class.
- 300-word (maximum) biographical sketch (e-mail to me before next Monday). Focus on professional, not personal, details. Tell us where you work. Tell us what you do. Tell us what your writing experience is (lots, some, none) and what you would like to do with what you learn in this course.

Class 2 September 11, 2008
Course Project Development (continued)
and Backgrounding

Reading: PR WRITING

- Chapter 14, E-Mail, Memos, Letters, Proposals, and Reports, Pp. 419-421
- Chapter 17, Managing Programs and Campaigns, Pp. 497-527

WOE IS I (WII)

- 3. YOURS TRULY: The Possessives and the Possessed
- 4. THEY BEG TO DISAGREE: Putting Verbs in Their Place;

Assignments: By next class, submit:

- Rewrite of your project proposal based on instructor and in-class discussion.
- 15 copies of rough draft backgrounder for your project, including facts, history, ideas, views, quotes, commentary, interpretations and other relevant information. **See GSPM 20th Anniversary Backgrounder** (in the **Electronic Reserves**).

- COMMENTARY #1: One-page bulleted list of your personal writing challenges – e.g., writing succinctly – under the heading, “My Biggest Writing Challenges.” If you only have one or two challenges, that’s all I need. If you have more, elucidate accordingly. You will be penalized if you write more than one page.

Use the required **Formatting Criteria** for these as well as future assignments.

Class 3 September 18, 2008
 Backgrounding (continued)
 and Message Development

- Reading: WOE IS I (WII) Chapters:
- 5. VERBAL ABUSE: Words on the Endangered List;
 - 6. COMMA SUTRA: The Joy of Punctuation.

Go to Web site, <http://www.npr.org/templates/story/story.php?storyId=6761960>, to hear Frank Luntz, author of controversial *Words that Count*.

And review this link to get to Luntz’s famous guide, “The Language of the 21st Century,” which outlined a holistic communications strategy for the Republican Party:

- C:\Documents and Settings\dbates\Local Settings\Temporary Internet Files\Content.IE5\H3B2RFK7\luntz[1].zip

Pay special attention to Luntz’s ideas about strategic messaging and how his report’s messages are composed.

Assignments: By next week, submit:

- Expanded, updated and otherwise rewritten project backgrounder. Minimum of 3 pages, maximum of 6.
- 15 copies (photocopies are OK) of public relations or public affairs writing sample, preferably from outside your organization. You may mask the source if you’d like. Kinds of writing you might bring: news release, speech, proposal, news editorial, brochure, speech, fundraising letter, Web site page. Don’t worry about the quality. We will be reviewing them as examples of PR/PA writing.
- And come to next class prepared to discuss what you think of Luntz’s ideas and his approach to messaging. COMMENTARY #2: Put what you think in a 1-2 page memo.

Class 4 September 25, 2008
Basics of Public Relations and Public Affairs Writing

Reading:

PR WRITING:

- Chapter 1, Preparing for Writing, Pp. 1-36
- Chapter 2, Persuasive Writing, Pp. 37-62

WOE IS I:

- 7. THE COMPLEAT DANGLER: A Fish Out of Water;
- 8. VERBAL ABUSE: Words on the Endangered List;

Assignments: By next class, submit:

- 2-3 page rough draft message template that you can use to advance your project proposal's goal(s). Focus on strategic messages. I'm not interested in a page of advertising one-liners. Aim for substance and insight. Minimize cleverness and cant.
- COMMENTARY #3: One-page bulleted list of "Why Writing is Used in Business, Government and Not-for-Profit Enterprises," not just in your organization. I am not interested in types of writing per se (e.g., to produce newsletters) but the purposes (e.g., to let investors know how a public company's stock is doing). Focus on communications functions in your responses; e.g., media relations, crisis communications, lobbying, grassroots advocacy.

Class 5 October 2, 2008
Basics of Public Relations and Public Affairs Writing (continued)

Reading:

PR WRITING:

- Chapter 3, Legal and Ethical Guidelines, Pp. 63-91
- Chapter 4, Finding and Generating News, Pp. 92-124

WOE IS I:

- 9. The Living Dead
- 10. Saying Is Believing

Assignments: By next class, submit:

- Expanded, updated and otherwise rewritten message template. Minimum of 2 pages, maximum of 4.

Chapter 6 October 9, 2008
Writing for Print Media

Reading:

PR WRITING:

- Chapter 5, News Releases and Fact Sheets, Pp. 125-154
- Chapter 11, “Working with the Media,” Pp. 304-338 (SKIM)

WOE IS I:

- E-Mail Intuition

HANDOUT:

- Guidelines for News Releases in the Form of a News Release (Handout)

Assignments: By next class, using your project profile and message template for context, submit:

- 2-page (maximum) news release that strategically conveys news and/or information that, if covered, would assist you in achieving your project goal(s), short-term or long-term, with one or more of your target audiences. Chose a particular editorial beat and medium for your release; e.g., the news editor of a national business magazine, or a high-profile columnist or on-air personality in a local market whose use of your release, as is or edited, would be influential. Don’t forget to use the Formatting Criteria for this assignment, including your rationale for what you’ve written. And follow the structure summarized in the course News Release Guidelines (Handout).

Class 7 October 16, 2008
Working for Print Media (continued)

Reading: PR WRITING:

- Chapter 6, News Features, Pp. 155-178
- Chapter 7, Photos and Graphics, Pp. 179-200 (SKIM)

Assignment By next class, using your project profile and message template as background, submit:

- 3-page news feature expanding on something newsworthy about your project that addresses the human side of what is being done or may be done.

Class 8 October 23, 2008
Pitching for Press and Pennies

Reading PR WRITING:

- Chapter 8, Pitch Letters, Advisories, Media Kits, Pp. 201-229
- Chapter 14, E-Mail, Memos, Letters, Proposals, and Reports, Pp. 408-430
- Chapter 15, Direct Mail Advertising, Pp. 431-463

Fundraising Letter Guide (Handout)

Assignment By next class, using your project profile and message template for context, submit:

- One-page (maximum) pitch letter that strategically conveys news and/or information that, if covered, would assist you in achieving your project goal(s), short-term or long-term, with one or more of your target audiences. Chose a particular medium and reporter, editor or program producer for your letter; e.g., the news editor of a national business magazine, or a high-profile columnist or on-air personality in a local market whose coverage of your suggested story would be influential.
- 1-2 page fund-raising letter aimed at raising money from individuals to support a charitable enterprise associated or conceivably associated with your project (e.g., a local community organizations or cause).

Class 9 **October 30, 2008**
Writing for Broadcast Media

Reading:

PR WRITING:

- Chapter 9, Radio, Television, and Webcasting, Pp. 230p-276

Assignment By next class, using your project profile and message template for context, submit:

- 750-word (maximum) Op-Ed on an important topic that supports your project goals and messages and target it for a newspaper or magazine in which you think it will have the greatest impact if published. Think strategically. Don't try for the New York Times if it's about new car radiators or something equally specific for a narrow industry or community. If the most impact would come from an in-house newsletter, that's what you should target.
- Read **SAMPLE OP-ED** by GW (Handout)
- Come to next class prepared to the merits of GW Op-Ed. Put yourself in the shoes of a major newspaper editor and discuss what you like and don't like and why. Be candid. Be constructive. When it comes to writing, criticism is invaluable. Truth in lending I helped to write the Op-Ed but I'm eager for feedback; in fact, I expect it.

Class 10 **November 6, 2008**
Writing for Other Media

Reading:

PR WRITING:

- Chapter 12, "Newsletters, E-zines and Brochures, Pp. 339-374
- Chapter 13, "The World Wide Web," Pp. 375-406

HANDOUT:

- George Orwell's "Politics and the English Language" (Handout)

Assignment By next class, submit:

- COMMENTARY #4: Two-page summary of what you think about Orwell's views on writing.
- Come to next class prepared to discuss his ideas. Pick out a few specifics from his essay that you would like to comment on.

Class 11 **November 13, 2008**
Writing to Be Heard

Reading: PR WRITNG:

- Chapter 16, "Speeches and Presentations," Pp. 464-496

HANDOUTS:

- Lincoln's Gettysburg Address (Handout)
- Parody of the speech in Power Point form:
<http://www.norvig.com/Gettysburg/index.htm>

Assignment By next class, submit:

- 10-minute "stump" speech (i.e., a generic speech for a multiplicity of audiences) for the spokesperson behind the organization, candidate or idea that your project addresses. But tailor it a bit to the needs of a specific target audience that you think will favorably impact your goal(s) if they act upon what's said.
- COMMENTARY #5: Come to next class prepared to discuss what you think makes the Gettysburg Address such a memorable speech. Put your views in a 1-2 page bulleted list.

Class 12 **November 20, 2008**
Proofreading, Revising, Editing

Reading:

HANDOUT:

- Proofreading/Editing Marks (Handout)

Assignment:

- Revise your course submissions, as appropriate, for inclusion in your final project file. Attach my edited versions to the rewrites.

NO CLASS THURSDAY, NOVEMBER 27 – THANKSGIVING HOLIDAY

Class 13 **December 4, 2008**
Managing the Writing of Others

Reading: None

Assignment:

- Prepare project portfolio for submission next week. Put the assignments in the order in which they were assigned in the course. Enclose them in a manila folder with your name on the cover. Make sure to keep a copy for yourself.

NOTE ON ONE PAGE SUMMARY WITH EACH

Class 14 **December 11, 2008**
Reading the Best of the Best
and Course Evaluation

Reading: None

Assignment:

- Choose what you consider the best of what you wrote this semester and come prepared to read it in class. Bring 15 copies for the other students so they can follow along.

FINI
(unless you want more!)