

INTRODUCTION.....	1
CHAPTER 2.....	2
Ethical and Legal Issues in Public Relations Writing.....	2
Exercise 2-1 Recognizing Language Fallacies.....	3
Exercise 2-2 Recognizing Logic Fallacies.....	3
Exercise 2-3 Ghostwriting.....	3
Exercise 2-4 Recognizing Ethical Issues in Public Relations.....	5
Exercise 2-5 Understanding Legal Issues in Public Relations.....	5
Exercise 2-6 Understanding Legal Issues in Public Relations.....	5
CHAPTER 3.....	6
Planning and Research.....	6
Exercise 3-1 Developing an Issue Statement.....	7
Exercise 3-2 Preparing a Direction Sheet.....	8
Exercise 3-3 Conducting an Interview for Topic Information.....	9
Exercise 3-4 Conducting Secondary Research on Your Target Audience.....	10
Exercise 3-5 Developing a Questionnaire for Target Audience Research.....	11
Exercise 3-6 Setting Objectives.....	12
CHAPTER 4.....	13
Choosing the Right Message and Medium.....	13
Exercise 4-1 Setting Message Strategy.....	14
Exercise 4-2 Understanding Cognitive Dissonance.....	15
Exercise 4-3 Persuading.....	16
Exercise 4-4 Elaboration Likelihood Model.....	16
Exercise 4-5 Choosing the Right Medium.....	16
CHAPTER 5.....	18
Media Relations and Placement.....	18
Exercise 5-1 Judging Newsworthiness.....	19
Exercise 5-2 Making Contact with the Media.....	20
Exercise 5-3 Compiling Media Lists.....	20
Exercise 5-4 Compiling a Media Kit.....	21
Exercise 5-5 Online Newsrooms.....	21
CHAPTER 6.....	22
Writing for Web and Social Media.....	22
Exercise 6-1 Outlining a Blog Site.....	23
Exercise 6-2 Writing for a Blog Site.....	24
Exercise 6-3 Developing a Blog Site.....	24
Exercise 6-4 Writing for Twitter.....	24
CHAPTER 7.....	25
News Releases and Backgrounders.....	25
Exercise 7-1 Outlining a Press Release.....	27
Exercise 6-2 Writing Leads.....	29
Exercise 6-3 Writing Leads with a Local Angle.....	30
Exercise 7-4 Writing a News Release.....	31
Exercise 7-5 Writing a Broadcast News Release.....	31
Exercise 7-6 Writing a Pitch Letter & Media Advisory.....	31
Exercise 7-7 Writing a Fact Sheet.....	31
Exercise 7-8 Writing a Digital News Release.....	31
CHAPTER 8.....	32
Controlled Publications.....	32
Exercise 8-1 Developing a Newsletter Audience Profile.....	33
Exercise 8-2 Planning a Newsletter (A).....	34
Exercise 8-3 Planning a Newsletter (B).....	35
Exercise 8-4 Organizing a Feature Article.....	36
Exercise 8-5 Writing a Feature Article.....	37
Exercise 8-6 Writing Feature Article Endings.....	37
Exercise 8-8 Designing a Newsletter.....	38
Exercise 8-8 Writing a Personality Profile.....	39
Brochures, Flyers, and Other Informational Pieces.....	40

Exercise 8–9 Developing Brochure Copy	41
Exercise 8–10 Designing a Brochure.....	41
Exercise 8–11 Developing a Flyer.....	41
Exercise 8–12 Developing a Poster.....	42
CHAPTER 9.....	43
Design, Printing, and Desktop Publishing	43
Exercise 9–1 Recognizing Good Design.....	44
Exercise 9–2 Practicing Good Design.....	45
Exercise 9–3 Understanding the Impact of Typeface Choices.....	46
Exercise 9–4 Budgeting and Scheduling	46
CHAPTER 10.....	47
Television and Radio	47
Exercise 10–1 Writing a Television Treatment	48
Exercise 10–2 Creating a Television Spot.....	49
Exercise 10–3 Editing a Television Spot.....	49
Exercise 10–4 Creating As-Recorded Radio Spots.....	49
Exercise 10–5 Creating Radio Spot Announcements	49
CHAPTER 11.....	51
Speeches and Presentations.....	51
Exercise 11–1 Writing a Speech	53
Exercise 11–2 Creating Presentation Materials.....	55

INTRODUCTION

This online workbook has been written and designed to accompany/complement *Public Relations Writing: The Essentials of Style and Format (PRW)* 8/e. It is a compilation of exercises specifically designed to allow you to reinforce the concepts and practice the skills discussed in *PRW*. Each chapter in this workbook ties directly to a corresponding chapter in *PRW*.”

The exercises in this workbook are designed to be hands-on, real-world, and more importantly, fun. In these exercises, you will do research for the Red Cross; write a news release for the LA Times; figure out how to get the “Oprah Winfrey Show” to consider your idea; plan, write, and design a newsletter, brochure, flyer and Web site; put together a broadcast media package for the National Education Association; and more.

Everything you need to know to complete these exercises can be found in *PRW*. While I assume you will have read the text in *PRW* before you begin working on the corresponding exercises in the workbook, I have referenced specific pages in *PRW* when a glance back might be helpful. I have also included an explanation and/or example in the few instances where more clarification was needed.

You probably won’t be assigned all the exercises in this workbook. If you do complete the entire book as formal assignments, that’s great. If you don’t, however, try doing some of them on your own. I know that’s a suggestion only a professor would make... but it’s sincere: this course is about developing good writing skills, and good writing only comes through lots and lots of practice.

Have fun!

CHAPTER 2

Ethical and Legal Issues in Public Relations Writing

Most public relations writers grapple at one time or another with ethical and legal issues in their work. Most of these dilemmas center around how to persuade people without violating the basic tenets of ethics and good taste, how to ghostwrite, and how not to invade privacy or infringe on someone else's copyright.

14-1 Recognizing Language Fallacies

14-2 Recognizing Logic Fallacies

14-3 Ghostwriting

14-4 Recognizing Ethical Issues in Public Relations

14-5 Understanding Legal Issues in Public Relations: Copyright

14-6 Understanding Legal Issues in Public Relations: Privacy

Exercise 2–1 Recognizing Language Fallacies

Look through a newspaper or magazine (print or online) and find an article or an ad that contains a language fallacy. Answer the following questions.

1. What is the language fallacy in this example?

2. How you would fix the fallacy if you were charged with rewriting it?

Exercise 2–2 Recognizing Logic Fallacies

Tape or find online a Sunday morning new interview program or similar “pundit”-type program. See if you can locate any logic fallacies within the program (there should be plenty to choose from). On a separate piece of paper, list and explain as many as you can by type.

Exercise 2–3 Ghostwriting

Read the following case study on ghostwriting, then answer the following questions.

1. What ethical principles of ghostwriting most apply in this case?
2. Most ethical issues relate to promoting truth and avoiding harm? Which of these principles most applies to this case, and how so?
3. What specific advice do you end up giving to Marina as far as how to proceed with the communications portion of the campaign, and how do you ethically justify this?
4. What problems do you see in the future as a possible weakness of this choice? And why do you still feel your decision is the best option, despite this weakness?
5. What sections of the PRSA code apply to this issue?

CASE STUDY: GHOSTWRITING

Serious Speeches Pose a Serious Problem for a Speechwriter

You are communications director for a city councilwoman, Marina McMannis, who is running for mayor of Bend, Oregon. She is a reference librarian at the community college, noted for her promotion of sustainable development and support of the arts. You are proud to be working for her and sincerely feel Bend would benefit from her leadership and values.

The main public relations challenge you have with Marina is that she is overwhelmingly serious, which makes her come across as dry and a bit dull. On the other hand, her Republican opponent, Lloyd Thompson, the current mayor, is quite charismatic and has been a successful businessman in Bend for many years. Marina's platform poses significant challenges to Mayor Thompson's business as usual stance on city management and planning.

Since the beginning of the campaign Marina has insisted on writing her own speeches and relied on you just for publicity. Her speeches, while filled with important content and good points, are not getting good results, as she cannot keep the audience's attention because her delivery is dry. You sat her down last week and told her the hard truth about her presentation weaknesses and poll results. You suggested we hire a public speaking coach and tell her you would like to take a stab at writing her remaining speeches to improve their audience appeal. Knowing her stance on the issues like the back of your hand, you wrote her a speech to deliver to the local teacher's union tomorrow. You, she and the public speaking coach begin working on her presentation together. Marina expresses her discomfort with some of the ideas the coach has for being more "expressive" and some of the humorous commentary you added to spice up her speech. She explains that serious issues deserve serious speeches and wants to go with her traditional speech.

You are afraid that she will not win this challenging election if she continues to deliver the serious speeches that are natural for her personality. And you know that Bend will be much better off with Marina as Mayor, and even if they find her a bit boring, they will appreciate her leadership and high ethical principles...but she has to be likeable enough to get elected first. So you are torn between letting her "be herself" and sacrificing the election. The election campaign is heating up as you have your first town hall meeting this weekend and a debate with Thompson the following week. How should you proceed in advising Marina as her Communications Director?

Exercise 2–4 Recognizing Ethical Issues in Public Relations

Cite a current public relations example of unethicity. Explain why you think it is unethical and what you would do in similar circumstances.

Exercise 2–5 Understanding Legal Issues in Public Relations

You have been asked by your local PRSSA group to do a one-hour talk on public relations ethics. In your talk, you would like to include much of the information cited in Chapter 2 of *PRW*. You also want to make handouts that would include a large part of Chapter 2's lists (fallacies, language use, ghostwriting dos and don'ts, etc.).

1. Are you breaking the copyright law if you do this? Why or why not?

2. Is there anything you could do to protect yourself if you are in doubt?

Exercise 2–6 Understanding Legal Issues in Public Relations

You have just published this quarter's edition of your corporate magazine. As part of a story on the human resources department, you have included a photo of one of the employees. She has seen the photo and doesn't like it. She also claims that you took it and used it without her permission. What legal and/or ethical issues (if any) apply in this case? What could you have done to prevent this from happening?

CHAPTER 3

Planning and Research

Most well written public relations documents are composed according to plans developed before the writing begins. To lay the groundwork for this plan, you must first develop an issue statement and set objectives. Inherent in these steps is the research involved in knowing your topic and your audience.

- 3-1 Developing an Issue Statement
- 3-2 Preparing a Direction Sheet
- 3-3 Conducting an Interview for Topic Information
- 3-4 Conducting Secondary Research on Your Target Audience
- 3-5 Developing a Questionnaire for Target Audience Research
- 3-6 Setting Objectives

Exercise 3–1 Developing an Issue Statement

It's your first week in your new job. Your boss comes to you with the following problem and asks you to develop an issue statement:

The Red Cross in your town is having trouble keeping an adequate supply of blood on hand during the summer months. Auto accidents are always up during the summer, resulting in an increased demand for blood by local hospitals and emergency units. However, students at the local college, who are major donors during the rest of the year, are out of town for summer vacation.

Expand on this problem by filling in the blanks on the other pieces of information needed to develop an issue statement. You might be surprised how much your common sense can tell you about a problem, even before you begin to dig deeper into the issue with research.

1. Who would be the most obvious affected parties? What about not-so-obvious ones?
2. Is this an issue of immediate concern, impending concern, or potential concern? Explain your reasoning.
3. What are the Red Cross's strengths and weaknesses as regards this issue? Think about this organization. How much do you really know about it? A little research here might help you answer this vital question of assets and debits.
4. Once you've fleshed out the problem, write an issue statement based on the information you've developed.

Exercise 3–2 Preparing a Direction Sheet

Now develop a news release for your local newspaper about the Red Cross's blood supply crisis (explained in Exercise 3–1). Answer the following questions about your proposed release:

1. What are you writing about?
2. What do you hope to accomplish by producing this piece?
3. Exactly who is your target audience?
4. What will grab your readers' attention (this includes the editor who will determine whether or not to run the piece)?
5. What are the key ideas you want to communicate?
6. What is your local paper's deadline for news releases? (Call them and find out.)

Exercise 3–3 Conducting an Interview for Topic Information

Using the guidelines described in Exhibit 3.2 of *PRW*, conduct a 15- to 20-minute interview with a classmate or colleague about an organization of interest to that person. It can be any subject that person is knowledgeable about, or simply interested enough in to know more about than the average person. Contact the person in advance to decide on the topic to be covered. Prior to the interview, fill out the following form. When you are finished with the interview, write up a one-page summary that could be used as information for a news release. Include at least two quotes in the summary.

Interviewee:

Scheduled interview date and time:

Place of interview:

Topic to be covered:

1. What do you know about the organization going into the interview?
2. What general questions are you prepared to ask?
3. What specific questions are you prepared to ask?
4. Summary of Interview Information (don't forget your two quotes):

Exercise 3–4 Conducting Secondary Research on Your Target Audience

Using the Internet, locate at least two sources of information relating to each of the subjects listed below. Try to find documents that are as focussed as possible on each of these topics. Write up an annotated bibliographic entry for each source telling what it is, where it can be found, and what information it contains that is pertinent to your search.

Example

Example: Beekeeping

Search: Leading circulation magazines for the beekeeping industry.

Source: *Standard Rate and Data Service: Agribusiness*, latest edition.

Location: School of Journalism library or on line at www.srds.com

Results: *Beekeeping Today*, subscription circulation 8,000. Address: 745 North Frederick, Corvallis, OR 95748. No other publications listed.

LOCATE THE FOLLOWING:

1. The primary target audience for information on 4-wheel drive vehicles.
2. Magazines most read by female attorneys.
3. Publications with the largest circulation figures for vegetarians.
4. The primary target audience for log homes.

Exercise 3–5 Developing a Questionnaire for Target Audience Research

As the marketing communications manager of a regional hospital, you have been asked to develop a information piece that discusses the benefits of well-baby healthcare (immunizations and good-health checkups for infants and toddlers). Your goal is to persuade the viewer to engage in this activity. One of the issues you must tackle before you start writing is to understand who your target audience is and why. You must also determine what is the right vehicle for getting this message out.

You know from initial research that your basic target audience is first-time moms in the 16–25 age group. These women are of all races and income levels.

Using the types of questions outlined in Exhibit 2.7 of *PRW*, design a brief questionnaire that attempts to discover the following information:

1. What are their media usage habits?
2. What medium would reach the most members of your target audience?
3. What the target audience's expectations are regarding the intended message?

Exercise 3–6 Setting Objectives

Write objectives for the following goals:

1. As the corporate communications manager for your company, you want employees to attend the annual company picnic next month.

Objective:

2. As a concerned parent, you want parents in your school district to support a new school lunch program.

Objective:

3. As a volunteer, you want people to donate blood to the Red Cross during summer months.

Objective:

4. As a financial planner, you want to increase subscriptions to your newsletter.

Objective:

5. As a political candidate, you want to change the negative tone the media has set concerning your environmental record.

Objective:

CHAPTER 4

Choosing the Right Message and Medium

Once you have developed an issue statement, researched your topic and audience, and set objectives, you can complete the writing planning process. The final steps are: setting a message strategy (and, inherently, understanding your informational and persuasive strategy choices) and choosing a medium for conveying that message.

- 4-1 Setting Message Strategy
- 4-2 Understanding Cognitive Dissonance
- 4-3 Persuading
- 4-4 Elaboration Likelihood Model
- 4-5 Choosing the Right Medium

Exercise 4–1 Setting Message Strategy

Read the following scenario, and answer the questions below concerning possible strategies for this scenario. Use the information provided, but also expand on it based on your experience and common sense.

Your non-profit citizen's group is trying to work up a dialogue concerning the planned development of a riverfront area in your city of 120,000. Currently, the riverfront is home to the following:

- A produce canning facility that is relocating within the next 12 months.
- A small, lower-income community of about 25 homes.
- An abandoned tavern.
- Five small businesses (a garage, a hair salon, a gas station, a car stereo store, and a donut shop).
- Some city-owned land bordering the river itself.

Your research shows that, because they are moving out of town, the cannery people are unconcerned about the future development. The local residents would like to see the land become a public park, but there are only about 50 total residents in the area right now. The small businesses would like to see anything that would bring customers to this fairly secluded strip along the river. Finally, the city planning office seems to be open to suggestion, but nobody has made any yet.

You also know that the majority of citizens in the larger community of 120,000 don't even know that the land is open for development; however, there is historically strong sentiment in favor of public parks and recreational areas in your city. There is also growing sentiment for attracting business to the riverfront, which has resulted in some nearby riverfront land already having been developed specifically for industry (mostly electronics, or so-called "clean" businesses). The city government and many labor groups are especially open to this sort of suggestion.

Your goal ultimately is to produce a community dialogue so that no single entity has the final say-so on how this land will be put to use.

1. What publics do you think should be included in this community dialogue?
2. Which of these publics are aware of the issue? Which are aware but not concerned? Which are aware and concerned but possibly feel they can't do anything about it?
3. What sort of information do these publics need in order to get started?4. What strategy(ies) would work best with each of these publics? Remember: you want *all* of the publics to get involved.
5. What media would you most likely choose to reach each of these publics?

Exercise 4–2 Understanding Cognitive Dissonance

List two things that you have cognitive dissonance about—that is, things you don't wish to know anything about—and explain why. These *things* could be anything at all—horror movies, toothpaste commercials, a type of music, a political candidate, someone else's problems, the state of the ozone layer, etc.

Thing 1:

Thing 2:

1. What is the most common technique you use to avoid information about these things?
2. If you were trying to reach someone like yourself with information on these things, what approach would you try?

Exercise 4–3 Persuading

Choose one of the “things” from Exercise 4–2 and develop a persuasive pitch to yourself (no particular format, just a pitch) using one of the strategies discussed in *PRW*: compliance (be sure to designate which one), argument, or emotional appeal. Try to pick a strategy that you think would work well on you, and explain why you think this particular strategy would work.

1. Persuasive strategy:

2. Why would this particular strategy work well on you?

Exercise 4–4 Elaboration Likelihood Model

Bring in one example each (any media format) of a message targeted to central route processing and peripheral route processing. Explain why you think they are targeted this way.

Exercise 4–5 Choosing the Right Medium

Read the following scenario, then answer the questions below.

Your engineering and construction firm recently announced the future closure of several high-use freeway ramps for the downtown area of your community. Although the media barely covered the announcement at all, what they did say was largely negative. They positioned the closures as “confusing” and “awful,” and said your company is “making a mistake.” Because the ramps are scheduled to begin closing in early December, one newspaper even called your company “The Grinch that Stole Christmas.”

The fact of the matter is, the ramp closures have extremely straightforward detours: Each time you close a ramp you open a brand new one to replace it one exit north. You also have great tools to help businesses inform their customers about the detours and to guide customers into their establishments.

Your current PR program is all public-information based—mailings, community meetings, presentations, fact sheets, and the like. One of your colleagues has also suggested paid radio/TV time.

1. Who are your target audiences here in order of priority? Why them? Why in that order?

2. What would you like to say to them? Would you be informative? Persuasive? Combination?

3. In what form do you think they would be most likely to “listen” to what you have to say? That is to say, do you think they’re basically newspaper readers? TV watchers? Telephone chatters?

5. What medium, or combination of media, would you use to get your message out to your targets? Why these media?

6. Are there any media you wouldn’t use? Why wouldn’t you?

CHAPTER 5

Media Relations and Placement

In order to work with the media effectively, as a public relations writer you must take the time to know and understand how journalists and the media operate, what media people want from you, what they are capable and not capable of providing, and how to get your public relations piece placed in the media.

- 5-1 Judging Newsworthiness
- 5-2 Making Contact with the Media
- 5-3 Compiling Media Lists
- 5-4 Compiling a Media Kit

Exercise 5–1 Judging Newsworthiness

Which of the following happenings would most likely be considered newsworthy by your local newspaper? Explain why or why not. If it's not already, how could you make each happening more newsworthy?

1. Your company's annual picnic (date and place, etc.)
2. The promotion of your company's vice president of engineering to senior vice president of research and development.
3. The death of one of your company's longtime employees.
4. Your company's quarterly earnings statement.
5. The wedding of your corporate CEO.
6. The latest information on your company's newest product.

Exercise 5–2 Making Contact with the Media

Working in teams of two or three students, come up with a series of steps you would need to take to accomplish the following media contact tasks. Each team should take one task, track down the answer, and write down a step-by-step explanation of how the contact process should be done.

1. How to get booked as a guest on NBC's *The Today Show*.
2. How to place full-color ad in *Time* magazine.
3. Who, exactly, to send a national sports team news release to at the *Washington Post*.
4. How to submit a story idea to NPR's *All Things Considered* news show.
5. How to submit a story idea to United Airline's in-flight magazine (you find out the name).
6. How to get a product reviewed by either *Mac World* or *PC World* magazine.
7. How to get a speaker invited to the National Press Club luncheon.
8. How to get an idea considered by the *Ellen Degeneres Show*.

Note: If any of these tasks entail monetary costs, you can substitute local media for the national ones. For example, you could get billboard information for your local community, or find out the cost of an ad in the local paper. However, the challenge of winding your way through the intricacies of getting national attention is well worth the trouble.

Exercise 5–3 Compiling Media Lists

You have just been hired to do public relations for your local YMCA. Make up a media list for your area based on what you believe would be the media needs of the YMCA.

Exercise 5–4 Compiling a Media Kit

Make a list of pieces to include in a media kit for the following. Include details on what information would appear on each piece:

- An upcoming event of your choosing.
- An announcement of a new product (find one on the internet and use the information)
- Basic information about your school.

Exercise 5-5 Online Newsrooms

You've been asked to develop a rough outline for an online newsroom for a local non-profit. Pick a non-profit in your area, talk to the current person who does their PR, and develop your outline based on what they do now by way of communication. What would you add to make an online newsroom effective for them?

CHAPTER 6

Writing for Web and Social Media

In one sense, writing on a computer is not that unlike writing on paper or on a typewriter; in another sense it is vastly different because the writer has at his or her disposal, tools that will check spelling, cut and paste, and lay out (among other things) in an instant. Writing for the digital media is similarly juxtaposed: a Web site is still a communications tool, just like a flyer or brochure—it's just in a different form. Ultimately, just as in other medium, the most important aspect of writing for the digital media is the writing itself.

6-2 Writing for a Blog Site

6-3 Developing a Blog Site

6-4 Writing for Twitter

Exercise 6–1 Outlining a Blog Site

Prepare a detailed outline of a blog site for yourself. In doing so, imagine all the ways to categorize your life and your interests. For inspiration, you might try surfing the Internet for similar “personal” sites to see what other people have done. Don’t create a “job search” site, but rather one that is about aspects of your personality that are not limited to the job market. (Obviously, you may include your marketable skills and talents as well.)

When the outline is complete, make up a list of possible topics you want to blog about on your site.

If you already have a blog site, analyze it and write up a statement of purpose for your site. Does it accurately that purpose? If not, what would you do to bring it in line with your statement?

Exercise 6–2 Writing for a Blog Site

Write up the copy that would appear on your new blog site, and match it to the outline numbers and/or headings you created in Exercise 6–1. Use the information in the text to create your first blog post.

Exercise 6–3 Developing a Blog Site

Using one of the many available blog hosts (Google, WordPress, Typepad, Blogger, etc.) start your own blog based on the outline and copy you created in Exercises 6–1 and 6–2.

Exercise 6–4 Writing for Twitter

Develop a series of Twitter posts (Tweets) to start a conversation about a topic you are personally interested. Use the advice on writing Twitter posts in the text to develop your tweets.

CHAPTER 7

News Releases and Backgrounders

News releases and background information are the staples of public relations. To attract an editor's attention, you must always ensure that your news release contains three elements: publicity, angle, and story. Using the information you know about media, media placement, and journalists, you must become a reporter yourself and anticipate what the editor wants.

- 7-1 Outlining a Press Release
- 7-2 Writing Leads
- 7-3 Writing Leads with a Local Angle
- 7-4 Writing a News Release
- 7-5 Writing a Broadcast News Release
- 7-6 Writing a Pitch Letter and Media Advisory
- 7-7 Writing a Fact Sheet

Background on Amesbury College School of Journalism's Reunion

- Graduates from all classes are invited.
- The dates of the reunion will be October 22-25, 20xx.
- This is the first time a large-scale reunion involving all the graduating classes has been attempted.
- The reunion will be held in conjunction with the school's 75th anniversary celebration.
- A class reunion of all graduates of the School of Journalism, Amesbury College is going to be held next fall.
- The current dean of the school has made several quotable comments:
 - "We've never attempted anything like this before.
 - "We're expecting a large turnout.
 - "We've already gotten replies from graduates ranging in age from 24 to 98."
 - "The school's long history of excellence makes this an especially important occasion."
- The executive editor of the *Los Angeles Times* is a graduate of this program. He said:
 - "I owe practically all of my success to what I learned while at Amesbury."
 - "Professor Pratt was one of the funniest and, at the same time, most serious of all of my teachers. I'll never forget him—or his sense of humor. I've always tried to maintain his balance of humor and seriousness."
 - "While the newspaper business has certainly changed over the years, the school, to its credit, has remained on the cutting edge of journalism education."
- Amesbury College is a nationally famous, small liberal arts college on the East Coast. Its reputation for academic excellence has consistently placed it in the top 10 in private colleges in the country.
- The current dean's name is John Lancomb. He has been dean for 5 years.
- This school is the oldest journalism program in the Mid-Atlantic region of the U.S.
- The current records show nearly 700 living alumni of the school.

- Five current or former members of Congress, eight corporate presidents and/or CEOs, 148 editors, and 53 publishers are all graduates of this program.

Exercise 7–1 Outlining a Press Release

You are the information director for Amesbury College—and you’ve got a lot of work ahead of you to help make this reunion a success! To start, based on the information provided on page above, develop an outline of a press release targeted to the *Amesbury Reporter* (the local newspaper) on the form below using the inverted pyramid writing style. For this exercise, you only need to reference the information you’ll include in each paragraph; there is no need to write out the “notes” verbatim. For example, for the second paragraph you might want to quote the newspaper editor. Simply write “*L.A. Times* editor quote ‘I owe my success...’”.

Lead

1st paragraph

2nd paragraph

3rd paragraph

4th paragraph

5th paragraph

6th paragraph

Additional paragraphs

Exercise 6–2 Writing Leads

Based the information presented above, develop separate leads for the story focusing on the following subjects:

1. The reunion itself.
2. The noted alumni of the program.
3. The academic standing of the program and the college.
4. The editor of the *L.A. Times*.

Exercise 6–3 Writing Leads with a Local Angle

Based on the information about the college reunion, develop leads for the following publications. Remember to concentrate on the local interest angle as much as possible:

1. The *Los Angeles Times*.
2. The corporate newsletter of Proctor & Gamble’s Household Cleaners Division. The president of that division, Gail Provost, is a graduate of Amesbury’s journalism school. She will be traveling to the reunion and calls her years at Amesbury, “among the best of my life.”
3. The alumni magazine of Amesbury College. The magazine is read by all of the alumni of Amesbury, not just the journalism school.

Exercise 7–4 Writing a News Release

Based on the information provided Amesbury College, write a complete news release on the upcoming reunion as a special for the *Boston Globe*. Be sure to present the news release in the proper style and format.

Exercise 7–5 Writing a Broadcast News Release

Based on the information provided on Amesbury College, develop a broadcast version of your release for the local Amesbury TV station, WBRY, to be used after 12 noon on October 15. Be sure to present the news release in the proper style and format.

Exercise 7–6 Writing a Pitch Letter & Media Advisory

Based on the information provided on Amesbury College, write both a pitch letter and a media advisory about the reunion to use in lieu of a press release.

Exercise 7–7 Writing a Fact Sheet

Based on the information provided on Amesbury College, develop a fact sheet about the reunion to use in lieu of a press release.

Exercise 7-8 Writing a Digital News Release

Write either a Search Engine Optimized release or a Social Media Release, as outlined in the text. Make of list of keywords that you have chosen on a separate sheet.

CHAPTER 8

Controlled Publications

Newsletters and magazines are linked by the common appearance of feature stories within their pages and by their similar designs. Putting together either a newsletter or magazine requires a solid knowledge of the target audience, an objective and editorial statement, a table of contents, and a design. It is also vitally important to have a good lead story—the story that will lead off your front page and attract most of your readers.

- 8-1 Developing a Newsletter Audience Profile
- 8-2 Planning a Newsletter (A)
- 8-3 Planning a Newsletter (B)
- 8-4 Organizing a Feature Article
- 8-5 Writing a Feature Article
- 8-6 Writing Feature Endings
- 8-7 Designing a Newsletter
- 8-8 Writing a Personality Profile

Exercise 8–1 Developing a Newsletter Audience Profile

You are developing a newsletter for your school or the place where you work. Your target audience is current students (or customers, if you choose your workplace). If you prefer, you can narrow your focus down to a smaller group of students or customers based on a specific interest. Develop an audience profile that includes the following information:

1. Demographics (age, income, education, etc.).
2. School- (or work-) related interests.
3. Outside interests (personal, professional, hobbies, etc.).
4. How they spend their free time.
5. Where they get most of the information they seek on their interests.

Exercise 8–2 Planning a Newsletter (A)

Based on the audience profile you put together in Exercise 8–1, develop the following for your newsletter:

1. An objective (remember to make it specific and measurable).
2. An editorial statement outlining the purpose of your newsletter to your readers.
3. A name for your newsletter. Try to think of something that is relevant to your school or job, or to the topic being covered by the newsletter. To help stimulate your creative juices, consider this list of standard words signifying “communications” that are often used in newsletter names:

Briefs	Daily	News	Reports
Bulletin	Digest	Newsline	Scene
Byline	Issues	Notes	Times
Capsule	Link	On Line	Profiles
Channels	Monthly	Reporter	Weekly

So, for example, you might combine one of these words with a modifier specific to your topic or location: *Portland Business Briefs*, *Pacific Bulletin*, *Northridge Reporter*, *Faculty Profiles*, *University On Line*, *Issues in Motoring*, etc.

Exercise 8–3 Planning a Newsletter (B)

Assume that your newsletter will be 8” x 11” and four pages in length (whether printed or online). Based on what you know about your target audience (Exercise 8–1), put together a sample table of contents for the inaugural issue of your newsletter. Be specific about topics for hard news and soft news stories, including the lead story, possible standing columns, boxed items, etc.).

Lead story

Hard news stories

Soft news stories

Standing columns

Boxed items

Other items (announcements, letters, calendars, etc.)

Exercise 8–4 Organizing a Feature Article

Now that you've got your newsletter planned, it's time to write a feature article as the lead story. Using the lead story topic you chose in Exercise 8–3, do the following:

1. Research the topic of the chosen lead story. Gather information from as many sources as possible, including personal interviews. Get enough information for a 500-word article (two type-written, double-spaced pages of 12-point type).
2. Develop three possible leads for the story.

Lead 1

Lead 2

Lead 3

3. Pick the lead you like best and develop an outline for a 500-word article based on your research.

Exercise 8–5 Writing a Feature Article

Based on the outline you developed in Exercise 8–4, now write the lead story for your newsletter. Note: Don't write the ending. We'll do that in the next exercise.

Exercise 8–6 Writing Feature Article Endings

Using the techniques discussed in Chapter 8 of *PRW*, develop several different endings for your story. Append the one you like best to the story you wrote in Exercise 8–5, but save them all to turn in with your complete assignment.

Exercise 8–8 Designing a Newsletter

Now that you have a lead article, put together a complete front page by completing the following steps (refer to Exhibit 8.4 of *PRW* for a complete list of elements). If you have access to computer-generated design, feel free to include a sample layout.

1. Develop a headline for your story.
2. Write two pull quotes to be used with the story.
3. Imagine what graphics (photos, illustrations, etc.) you'd use and list them.
4. For photos, write the captions.

Exercise 8–8 Writing a Personality Profile

Interview someone for a personality profile. You may pick anyone you like as long as you can gather enough interesting information to write a 500-word article. Do the following:

1. Outline the article.
2. Come up with an appropriate headline.
3. Write an appropriate lead and ending.

Lead

Ending

4. Develop two pull quotes for your story.

Pull quote #1

Pull quote #2

Brochures, Flyers, and Other Informational Pieces

Brochures, flyers and similar information pieces have three elements in common: They are composed of brief, sales-oriented copy; they are limited in space; and they rely heavily on visuals. Usually written and designed by the same person, all are important public relations tools—brochures to arouse interest, answer questions, and provide sources for further information; and flyers to disseminate a small bit of information cheaply and quickly.

8-9 Developing Brochure Copy

8-10 Designing a Brochure

8-11 Developing a Flyer

8-12 Developing a Poster

Exercise 8–9 Developing Brochure Copy

The Amesbury College information director is back—and now it’s time to develop a brochure for the journalism school’s reunion. Using the background information provided in Chapter 6 of this workbook and the additional information below, develop brochure copy you can use to inform Amesbury alumni of the reunion and its associated activities.

Amesbury College School of Journalism Reunion Additional Background

- There will be an opening night reception at Charles Foster Kane Hall at 5:00 P.M. on Thursday, October 22.
- A tour of the school will begin at 10:00 A.M. on Friday, October 23.
- A tailgate party sponsored by the *Amesbury Collegiate*, the school paper, will begin at 10:00 A.M. on Saturday, October 24, in the parking lot of Fulton Stadium. Blue and gold balloons will mark the journalism alumni tent.
- An alumni brunch, hosted by the college president Isaac Tethers, will begin at 11:00 A.M., Sunday, October 25, in the Astrud Gilberto alumni lounge.

Exercise 8–10 Designing a Brochure

Now you need to design and lay out the brochure you developed in Exercise 8–9. First, locate some period photographs—circa 1920s and preferably of university activities—to use in the brochure. You might find such photos in your school’s archives or library, its Web site (or sites for other schools, for that matter), old yearbooks, etc. Once you have located appropriate photos, integrate them, or other graphic ideas, into a complete brochure announcing the reunion. Using PageMaker or a similar layout program, design a mockup of your brochure (including copy, visuals, and headlines) and print it out. If you use hard copy photographs, you will need to scan them; downloaded photos can be used as-is.

Exercise 8–11 Developing a Flyer

Using the materials you’ve already assembled for the previous exercises, develop a simple flyer to be used to alert current students to the upcoming reunion and the activities that will be going on around them. Invite students to participate in as many events as you think appropriate.

Exercise 8–12 Developing a Poster

Using the information listed below, design a poster for Ekin Athletic Products' (EAP) company picnic. Keep the words to a minimum, but include all the necessary information. Also, try to find or develop an interesting graphic for your flyer. Make this as eye-catching as possible. EAP wants all its employees to attend.

Information for Ekin Athletic Products' Annual Picnic

- The event will happen two weeks from this coming Sunday, at West Side Park.
- All employees and their families are invited.
- Food and drink will be provided by EAP.
- Equipment for such games as volleyball, horseshoes, and baseball will be available.
- West Side Park is located between 17th and 20th Avenues in Westover. Just take I-95 to the Westover exit and turn right on 17th Avenue. The park is about four blocks away.
- The picnic begins at 12 noon and will run until around 6:00 P.M.

CHAPTER 9

Design, Printing, and Desktop Publishing

Whether we admit to it or not, most of us judge a public relations piece as much for its design as for its content. That being the case, most of us would agree that the role of design is vital to the success of the piece. A good design must have structure, visual thought, and order; without these elements, even the best-written piece may get passed over.

9-1 Recognizing Good Design

9-2 Practicing Good Design

9-3 Understanding the Impact of Typeface Choices

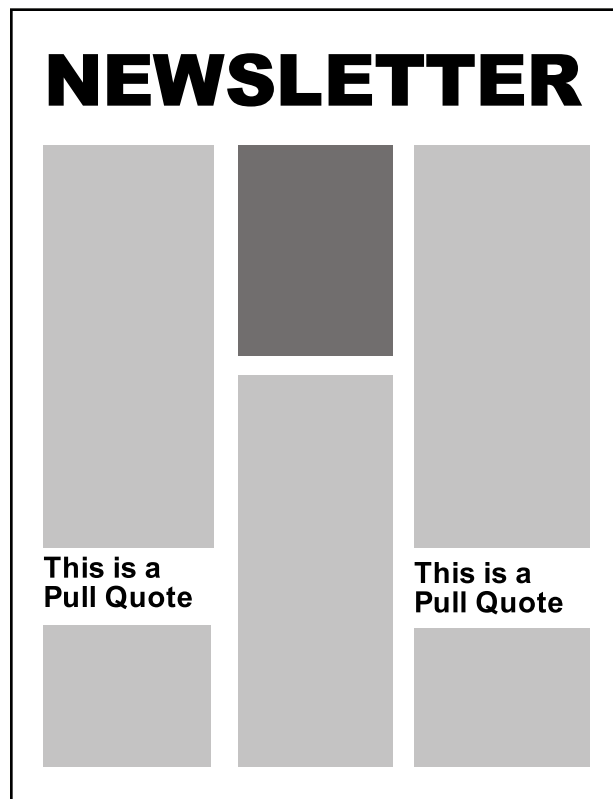
Exercise 9–1 Recognizing Good Design

Have you ever been on a scavenger hunt? On a scavenger hunt you are asked to bring in a series of items, often hard to find, and the first one back with the completed list of items wins the hunt. The following exercise is a scavenger hunt of sorts. For this assignment, you must find and bring in the following items. In each case, try to pick materials that reflect a good use of each of the elements they represent. Avoid simply choosing the first thing you find.

- A flyer that illustrates the design principle of *symmetric balance*.
- A two-page magazine spread that illustrates the design principle of *asymmetric balance*.
- A print ad that illustrates the design principle of *proportion*.
- A brochure that illustrates the design principle of *sequence*.
- A newsletter that illustrates the design principle of *unity*.
- One each of printed pieces that are typeset *flush left*, *flush right* (just a small sample here since no entire publication is set this way), and *justified*.
- One each of printed pieces that are typeset with *serif type*, *sans serif type*, and a mixture of both serif and sans serif type.

Exercise 9–2 Practicing Good Design

1. Using desktop publishing software such as InDesign, Pages, or some other, lay out pages exemplifying each of the following principles of design:
 - Symmetric balance
 - Asymmetric balance
 - Proportion
 - Emphasis
 - Sequence
2. Produce the simplest of layouts using only tint blocks. For example: for text blocks, use unlined boxes filled with 20% gray, stretched to fit; for graphics and photos, use lined or unlined boxes filled with 50% gray (or darker); and for pull quotes, headlines, and subheads, type in whatever you want in the size you want. Here is an example of what you might end up with for a symmetric layout:



Exercise 9–3 Understanding the Impact of Typeface Choices

Make up a name for a newsletter. Now set your banner in at least three different typefaces, keeping in mind what you would like your banner to say nonverbally—that is, through your typeface. Be prepared to explain why you chose each typeface and what you think it says about your name and your newsletter.

Exercise 9–4 Budgeting and Scheduling

Using the information from this chapter, set up a schedule for a four-page newsletter, printed in full color on a paper stock of your choice. Produce a budget and a timeline for the newsletter.

CHAPTER 10

Television and Radio

The use of broadcast media—television and radio—in public relations is often restricted by the fact that these media provide mostly entertainment, not news-related items (especially of the local variety). When television and radio are used, however, they can be of great value: they have the ability to reach more people at any one time than any other media available to us as public relations writers. Furthermore, information imparted via television and radio is also often involving, memorable, and reaction provoking.

- 10-1 Writing a Television Treatment
- 10-2 Creating a Television Spot
- 10-3 Editing a Television Spot
- 10-4 Creating As-Recorded Radio Spots
- 10-5 Creating Radio Spot Announcements

Exercise 10–1 Writing a Television Treatment

You are working for the National Education Association (NEA) and have been assigned the task of pushing the importance of computer skills for children in grades K–12. While it may be true that most schools have adopted computer literacy as a goal, still thousands of schools are without computers. Your goal, therefore, is to motivate parents to speak out to their school districts about computer literacy and its importance. While this call to action is your ultimate goal, you realize parents may need to know how important these skills are in order to bring them into the “aware” stage concerning this issue.

Develop a 30-second television spot employing the talents of a celebrity of your choosing. The spot should focus on the place of computers in today’s society and the importance of computing skills to children of all ages. It should also motivate parents to speak out to their school districts about computer literacy and its importance.

As a first step, write a concept treatment for the spot. It should be no more than one page and should include preliminary ideas of narrative, talent, camera movement, shot composition, and sound effects.

Background on the NEA

The National Education Association (NEA) is an organization of professional educators in the United States, with more than one million members. The NEA was founded in 1857 as the National Teachers Association and was chartered by Congress in 1906. It is composed of four departments, 16 national affiliates, and 11 associated organizations, each representing an area of specialized interest. Its general aim is to promote the welfare of all professional educators, including both teachers and administrators; however, it has also been a leader in educational innovation and reform. Their website address is <http://www.nea.org>.

Here are the specifics of the assignment:

Research computer usage among students in K–12. In particular, find out what benefits (other than the most obvious) accrue to students who are computer literate. Look not only on-line for this information, but also in indexes for consumer and trade magazine articles focusing on educational computer usage.

Exercise 10–2 Creating a Television Spot

Based on the treatment you wrote in Exercise 10–1, now develop a 30-second television spot (in the form of a shooting script). You have total control at this point as to the angle and message. Try to be as creative as you can. Try also to use to the fullest the unique talents of whatever celebrity you have chosen. It will be necessary to develop some sort of slogan or catch phrase that will be used in all of your broadcast media spots. The slugline for TV and subsequent radio spots will be:

For more information on computer learning skills and your child, visit our website at <http://www.nea.org>:

Finally, bear in mind the tips for effective TV PSA production listed Chapter 10 of *PRW*.

Exercise 10–3 Editing a Television Spot

Take the 30-second spot you wrote in Exercise 10–2 and cut it to 15 seconds. In doing so, remember to include the most pertinent information and maintain the flavor of the original 30-second spot as much as possible. Focus on the main ideas and basic concept that make your 30-second spot work.

Exercise 10–4 Creating As-Recorded Radio Spots

As the final piece of the NEA package, develop two as-recorded radio spots—one 30- and one 15-second—using your celebrity talent’s voice in some way. Remember to highlight the information and call-to-action presented in your TV spot, and maintain consistency of theme by using a slogan if possible.

Exercise 10–5 Creating Radio Spot Announcements

As part of your everyday work as a public relations representative for Moore’s Supermarkets (a prominent local business), you have been assigned to produce publicity for a joint venture with the American Red Cross to sponsor a cardio-pulmonary resuscitation (CPR) education and awareness campaign. This campaign is to emphasize the importance of Red Cross CPR training to the community and to the individual. Other campaigns have been held around the country over the past eight months, resulting in approximately 50,000 individuals being trained.

The first phase of the campaign is CPR Awareness Day, a kick-off event to be held in Bellevue State Park on Sunday, April 4. Present will be members of paramedic units from the local area as well as Red Cross volunteers.

Awareness Day begins at 1:00 p.m. with introductions and refreshments. An initial demonstration will be made to all attending, and then individuals will break up into groups headed by the trainers. Each group will learn the basics of CPR. At the end of each hour-long training session, participants will receive certificates of completion in CPR training from the Red Cross. At 5:00, the rock group “Plastic Umbrella” will perform and more food and refreshments will be served.

Your assignment is to make up two promotional radio spots of 10- and 30- seconds in length to be read live. Remember that these spots need to reflect a conversational style because they will be read aloud on the air by radio station talent. For the 30-second spot, you may want to create an interesting “hook.”

10-second spot

30-second spot

CHAPTER 11

Speeches and Presentations

Whether you are writing a public relations speech for yourself or for someone else, a great deal of thought and organization must go into it. Once you have written and prepared your speech, you must also decide whether to include visual aids, and if so, what type. If you are giving the speech yourself, your most important ally is practice, practice, practice.

11-1 Writing a Speech

11-2 Creating Presentation Materials

Background on Associated Products Corporation

The Company and Staff

Associated Products Corporation (APC) is located in Syracuse, New York. APC is a large company with several divisions, each manufacturing a different product. The Marketing Division handles the marketing for all of APC's products company wide. As part of the Marketing Division, the Public Relations Department is charged with handling the company's image with its various publics, including employees and consumers.

Associated Products Corporation was founded in 1986 as Apex Frozen Foods. In 1990, the company purchased Traxton Electronics and changed its name to Associated Products Company. Since that time, APC has acquired four more concerns: Johnson Paper Company in 1992, LLD Packaging in 1995, Trading Post Textiles in 1995, and Philcronics Electronics in 2000. The current president, James Sutton, took over from the company founder, Alex Cordel, in 2005. Cordel is now Chairman of the Board for APC. Under Sutton, APC has developed several new products including IQ software, a new line of facial tissues, and a new stereo headphone that folds up to fit in the palm of your hand. It has also developed innovative packaging designs for perishable items such as milk, other dairy products, and fresh fruit juices.

Currently, APC is in the midst of negotiating a deal to purchase Value Rent-a-Car. Since its founding in 1986, APC has grown to a position as one of the top 500 corporations in the country. Its total profit last year was \$456 million, up 16 percent from the previous year. Its stock has been consistently strong. At the present time, Alex Cordel holds 43 percent of the company stock, with the rest divided among about 4,500 investors.

The Corporate Retreat

The corporate level group of Associated Products Corporation is considering a three-day retreat.

The purpose of the retreat is to:

- "Energize" corporate staff.
- Delve into interpersonal issues affecting productivity (for example, trust, openness, sensitivity, political power plays).

- Create increased group cohesiveness.
- Provide an opportunity for staff members to learn more about one another.
- Discuss long-range corporate strategy in a relaxed setting.

APC has never gone on a company retreat. James Sutton, the president, recently read in an airline magazine that corporate retreats might be a good idea for some companies. He has sent a copy of the article on to all members of the staff. The following are excerpts from the article:

- Of the companies who have gone on company retreats, 70 percent report unqualified success; they are already planning next year's retreat.
- Some company officials return from the retreat as casualties. They learn things about themselves that may be traumatic.
- The best retreats are those that have an agenda.
- None of the companies reported allowing spouses to attend, and some spouses expressed concern about their mates attending the three-day retreat.
- Many of the companies (30 percent) reported using an outside consultant to design and "lead" the retreat.
- The 70 percent who report unqualified success point to such indices as increased profits, increased staff commitment, healthier and more productive working climate, and lack of game playing and political maneuvering.
- Retreats are usually held within a two-hour driving radius of the city where the home office is located.
- All corporate officers surveyed agreed that, if held, the retreat must be compulsory, not voluntary.
- Retreats cannot "cure" a sick company. Sick companies tend to return from retreats sicker than they were before. "Healthy" companies, or those on the road toward health, tend to return from retreats healthier.
- Successful retreats are predicated upon individuals opening up and disclosing those issues that trouble them.
- The average cost of a retreat in 2010 was \$80.00 per staff member per day.
- Many companies view a retreat as a fringe benefit for employees.
- Progressive companies believe in the value of retreats more than conservative ones.
- Successful retreats require advance preparation within the corporate staff itself. Staff members approach the retreat with the "right" attitude.
- Over the last 10 years, the number of companies that have held retreats has declined slightly.

The corporate staff is composed of 48 people: 30 men and 18 women. APC prides itself on being young and innovative. The median age of the corporate staff is 34. Thirty percent have college degrees. Many members of the corporate staff have strong opinions—pro and con—about whether the retreat is a good idea.

Exercise 11–1 Writing a Speech

As a member of the Public Relations Department, you are a member of a task force that will review the pros and cons of holding the corporate retreat. In the end, you and another member of the task force will present to the corporate staff strong opposing cases that APC either should or should not go on the retreat. Staff members will have an opportunity to ask you questions, and then vote after hearing both proposals.

Your presentation should be 10 minutes in length. It will be delivered in the small company auditorium, which has an amphitheater arrangement.

Complete the Summary Worksheet below. Once you have completed the worksheet, write the speech. Begin with the body of the speech, and leave the introduction and conclusion until last. Skip Part VII for now—we'll come back to creating visuals in Exercise 11–2.

Summary Worksheet for Preparing a Speech

Preliminary Questions

I. What are the expectations of this audience?

Toward me?

Toward my topic?

Toward this specific situation (Are there any extenuating circumstances that should be considered)?

II. How do I expect my audience to be affected by my presentation?

Will the general purpose of my presentation will be to inform, persuade, reinforce certain ideas, entertain?

The specific thesis: After listening to my speech, the audience will...

The Body of the Speech

III. What is the best structure to follow, given I and II above?

Should my presentation be arranged chronologically? Spatially? Topically? By cause and effect? By problem–solution?

The structure I have chosen is the best in this particular situation because...

IV. What are the three or four main points suggested by the specific structure?

- A.
- B.
- C.
- D.

V. How will I support the main points?

Will I use statistics, examples, analogies, case studies, direct quotations?

A will be supported by:

B will be supported by:

C will be supported by:

D will be supported by:

VI. How should I adapt my language and word choice to suit audience expectations?

To what extent should I use jargon and “buzz words”?

To what extent should I be conscious of defining certain words?

VII. Should I use any visual aids?

What should be visualized?

How should it be visualized?

Why should it be visualized?

VIII. How should I introduce the speech?

Why should my audience listen to this message?

How will my audience benefit by listening to me?

How can I make my audience want to listen?

My audience should listen to me because...

IX. How should I conclude the speech?

How do I relate the conclusion to the main points I have covered?

In conclusion...

Exercise 11–2 Creating Presentation Materials

In addition to the speech you wrote in Exercise 11–2, you must come up with supporting visual aids in the form of a slide show (computer generated or standard). Complete Part VII of the Summary Worksheet above. Then make a list of the types of slides you would use and mark your script as to where they would appear.