

I. COURSE DESCRIPTION: This course is the first of two writing labs dealing with critical writing elements necessary to create key documents within a public relations strategy. The course will include detailed instruction on the review and analysis of information that will form the basis of the PR and Event documents. Students follow a step-by-step methodology to draft, review and edit a library of documents ranging from full PR strategies to position papers, issue notes and media materials. The course will also provide students with an understanding of the strategic roles each of these documents play in developing a successful public relations and event program. Students will have an opportunity to review and discuss current “in the news” examples of PR and Event written materials based on real life scenarios, and analyze the effectiveness of those documents. Completion of this course will prepare students for the second semester Writing Lab and the application of their skills in public presentations and corporate spokesperson scenarios.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain the critical writing elements necessary to create effective public relations documents.

Potential Elements of the Performance:

- Define the key writing elements required in public relations
- Discuss the strategic role and application of the writing elements

2. Create examples of the key public relations documents reviewed within the course

Potential Elements of the Performance:

- Describe the key components of each of the PR documents
- Discuss the steps involved in creating the documents
- Explain the role and significance of each document in the overall PR strategic plan

3. Identify the various audiences for the PR documents

Potential Elements of the Performance:

- Understand the relationship between the PR documents and the various stakeholder groups and how to address their communication needs
- Describe the anticipated impact of the documents on key audiences
- Illustrate the stakeholder benefits resulting from the creation of

targeted messaging within the documents

4. Research and analyze “real life” case studies of PR documents to determine their effectiveness

Potential Elements of the Performance:

- Identify the successes and failures of PR documents in real life situations
- Describe how these documents could have been more effectively developed and applied
- Research and discuss the development of these case study documents and the approach taken by the authors of these documents.

III. TOPICS:

1. Key Writing Elements in PR documents
2. Creating Effective PR documents
3. Stakeholders and Audiences in PR writing
4. Pre and Post Analysis of PR documents

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Public Relations-Strategies and Tactics 10th edition Wilson/Cameron,
ISBN 13: 978-0-205-77088-5

Public Relations Writing-8th edition-Thomas H. Bivins, ISBN: 978-0-07-351198-6

Canadian Press Stylebook, 14th edition, ISBN:0-920009-38-7

V. EVALUATION PROCESS/GRADING SYSTEM:

- Three writing assignments valued at 20 percent each
- Two written tests valued at 20 percent

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been

	awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student

Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.