School of the Arts and Media

MDIA5004

Media and Public Relations
Term 2, 2019

Class Sessions

Office Hours, Kent (convener): by appointment outside of hours listed below. _Anyone may visit._ **Location:** 231Q, Webster

Martinez and Saniei may be reached before or after class.

Monday, 10–12:30, **Martinez,** Quad, G026

Monday, 12:30-15:00, **Martinez** Quad, G026

Wednesday, 18:00–20:30, **Kent** Quad, G048**—Office Hours:** 4–6 p.m.

Wednesday, 18:00–20:30, **Saniei** Quad, 1049

Thursday, 10–12:30, **Kent** Quad, G054

Thursday, 12:30-15:00, **Kent** Quad, G054

Thursday, 18:00–20:30, **Kent** Quad, 1049**—Office Hours:** 3:15 p.m.–5:30 p.m.

Thursday, 18:00–20:30, **Saniei** Quad, G048

UNSW Course Outline: MDIA 5004

STAFF CONTACT DETAILS

Course Authority/Lecturer, **Professor Michael L. Kent,** M.Kent@UNSW.edu.au

Lecturer, **Nidia Raya Martinez,** N.RayaMartinez@unsw.edu.au

Lecturer, **Shima Saniei,** Shima.Saniei@unsw.edu.au

SCHOOL OF THE ARTS AND MEDIA CONTACT INFORMATION

Room 312, level 3 Robert Webster Building Phone: 9385 4856

Email: sam@unsw.edu.au

Website: https://sam.arts.unsw.edu.au

ATTENDANCE REQUIREMENTS

MDIA 5004 is a Master's class, your attendance at all classes is expected and demonstrates your professionalism.

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course. **Note:** each week we will be engaging in writing activities in the 2nd half of the class so you need to be there for each class.

Timetable clash: If a student is unable to attend all classes for a course due to time-table clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form:
https://www.arts.unsw.edu.au/ttclash/index.php

Note: There are eight sections of the class taught on three different week days, by three different instructors. If you need to miss a particular day, simply obtain permission to attend another section of the class earlier or later in the day/week. All the sections are covering the same material each week.

Student attendance will be recorded using a roll or sign-in sheet. Attendance will be also be recorded on the Moodle.

A student who attends fewer than eight (8) of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail). **Basically, you cannot miss more than two classes during the term.** However, as noted above, whenever possible you can make arrangements to come to a different class if you need to miss a class for some personal or professional reason, provided you get permission ahead of time from your section instructor, and the instructor of the class you want to attend.

A student who has submitted, and had approved, the appropriate documentation but attends fewer than six (6) of the classes/activities (1–5 total) will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. Student Administration and Records make the final decision as to whether a student can withdraw without failure.

A student who arrives more than 15 minutes late may be penalised for non-attendance. Two late attendances will equal one absence. If you are more than 15 minutes late, assume the penalty has been imposed. The penalty will be reflected in your attendance indicated on the Moodle.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage:
  https://sam.arts.unsw.edu.au/students/resources/policies-guidelines.

Essential Information for SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks, occupational health and safety, examination procedures, special consideration in the event of illness or misadventure, student equity and disability, and other essential matters, see the SAM Policies and Guidelines webpage: https://sam.arts. unsw.edu.au/students/resources/policies-guidelines.

COURSE DETAILS

Credit Points: 6

Summary of the Course

MDIA 5004 introduces students to public relations writing and management and develops their understanding of public relations in the Australian media environment. Students will learn the basics of writing a media release, professional letters, preparing a media relations campaign, managing a press conference, and dealing with media enquiries. The writing component of the course will include writing for the internet, speeches, publications, campaigns, reports and crisis communications. As well as learning to write across a range of genres, students will learn to write for a selected audience. This course will also cover the ways that new media technologies influence media and public relations. Students will learn techniques for using mediated technologies for media and public relations purposes. Students will also learn the professional conventions and engage with the ethical and legal issues associated with public relations.

STUDENT LEARNING OUTCOMES

At the conclusion of this course the student will be able to

1. Write a news release and a letter to the editor/opinion piece.
2. Organise a media conference.
3. Develop and implement a media relations campaign working in a group.
4. Write media materials for a media relations campaign.
5. Demonstrate an understanding of theoretical frameworks relevant to media and public relations.

Teaching Strategies & Rationale

This course will be taught face to face in a lecture theatre environment but there will be a strong emphasis on encouraging student participation in the process of learning. Students will be actively engaged in solving problems posed by the lecturer. Student learning is enhanced by using case studies and by group work in which students will be asked to produce media and public relations materials and campaigns documents for real organizations.

The content of "Media and Public Relations" (MDIA 5004) and its teaching approach is designed to enable students to develop communications skills that will enhance their practice and work in the field of media and public relations. Professional practice in the field of public relations requires advanced levels of communication to enable ongoing development.

ASSESSMENT

Assessment Items to Learning Outcomes

News Release

- Write a news release that might be part of a media relations campaign.
- Demonstrate an understanding of the theoretical frameworks relevant to media and public relations.

Letter to the Editor or Opinion/Editorial article

- Write either a a letter to the editor on a topic relevant to your media relations campaign, or write an opinion/editorial article relevant to your media relations campaign.
- Demonstrate an understanding of theoretical frameworks relevant to media and public relations.

Media Relations Plan for Non-Profit Organisation

- Develop a media relations campaign around an existing or past organizational activity.
- Develop and understand how to implement a media relations campaign working in a group.
- Demonstrate an understanding of the various theoretical frameworks (persuasive, rhetorical, communication, etc.) relevant to media and public relations.

Assessment & Weight	Length	Due date	Feedback
Media Release (35%)	Media release (300 words) + rationale (500–800 words)	Friday, June 28	Comments and grade on Turnitin, or written feedback.
Letter to Editor or Opinion Piece (35%)	**EITHER** Letter to the editor (200 words) + rationale (500–800 words) **OR** opinion piece (800 words) + rationale (500–800 words)	Friday, July 19	Comments and grade on Turnitin, or written feedback.
Media plan, Non-Profit Organisation (30%)	*Group assessment:* Media Plan, Non-Profit Organisation (1,500-words)	Friday, August 9	Comments and grade on Turnitin

In order to pass this course, you must complete _all_ assessment tasks. This is a SAM requirement. Further details of the assessment tasks are available on Moodle. *If you do not complete one of the assessments, you cannot pass the class.*

Submission of Assessment Tasks

For all assignments, create an APA cover page (see end of syllabus). Please put your names and student numbers—write names exactly as they appear on the Moodle, first name then family name. Any nicknames that you use should be placed in parentheses. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them immediately externalteltsupport@unsw.edu.au. Support hours are 8 a.m.–10 p.m. on weekdays, and 9 a.m.–5 p.m. on weekends (365 days a year). **Note:** if you put off uploading your work until right before midnight, there will be no one who can help you.

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. See our individual instructors for any exceptions. In instances where this is not possible it will be stated on the course's Moodle site or the weekly class notes with alternative submission details.

Late Submission

Please Note That These Rules Apply For All Courses In SAM.

If you submit your assignment after the due date, a penalty of 5% per day (including Saturday, Sunday, and public holidays) is imposed for up to 2 weeks. After two weeks, late work will no longer be accepted. For example, if you submitted an assignment two days late and your mark is 72%, your final essay grade will be reduced by 10% and the assessment will receive a 62%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. Note: being even a minute late will incur a grade penalty.

In real life, being late has serious consequences. I once saw a professional lose out on a 10-million dollar grant proposal because Federal Express did not deliver it on time, even though it was posted well in advance. The granting agency said the grants had to

be in their hands by the deadline and this one was not. Even though FedExpress admitted fault, the agency would not accept it late. In real life there are no do-overs.

For more information on submission of late work, consult the SAM assessment protocols at https://sam.arts.unsw.edu.au/students/resources/policies-guidelines.

EXTENSION PROCEDURE

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.

  The Course Authority should ideally respond to the request within two working days of the request. The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.

- If a student is granted an extension, failure to comply with the extension rules will result in a late penalty. The penalty will be invoked one-minute past the approved extension time. ***A missed 3-day extension will result in a 3-day late penalty.***

- Extension procedure do not apply to assessment that take place during regular class hours, or any assessment task specifically identified by the Course Authority as not subject to extension requests.

- A student who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.

- For more information, see the SAM extension protocols on the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines.

SPECIAL CONSIDERATION

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: https://student.unsw.edu.au/special-consideration.

Students who are prevented from attending a substantial amount of the course (because of sickness, weather, political instability, etc.) may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

- **Inappropriate paraphrasing:** rewriting sentences/paragraphs and changing a few words and phrases while mostly retaining the original structure and information without acknowledgement is cheating/plagiarism. This also applies in presentations where someone paraphrases another's ideas or words without credit. Inappropriate paraphrasing also applies to piecing together quotes and paraphrases into a new whole, without proper referencing or insight from a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off one's work as individual work. Collusion also includes sharing your own prior work to another student before the due date, or for the purpose of allowing them to plagiarise your content. Paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work, or seeking payment for completing academic work.

- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained is also academic dishonesty or cheating. *Always cite only the sources that you have* and you will never get in trouble. Do not cite the source(s) that your source has cited, as if you were citing that sources yourself.

- **Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW, another university, or a published source is cheating. *You may quote small parts of your own work, just like any other source, as long as you cite it properly.*

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (www.lc.unsw.edu.au/academic-integrity-plagiarism), in the myUNSW student A-Z: Guide [https://student.unsw.edu.au/ plagiarism,](https://student.unsw.edu.au/plagiarism) and in Appendix A of the Student Misconduct Procedure (pdf: www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

Paying for essay/writing services from third parties (as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own), is not permissible. Further, selling copies of lecture or tutorial notes—as you do not own the rights to this intellectual property—is also not permissible.

Breaching the Student Code with respect to academic integrity is serious and UNSW will take disciplinary action under the Student Misconduct Procedure (see above).

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices.

- Paraphrasing, summarising, essay writing and time management assistance.

- Appropriate use of and attribution for a range of materials including text, images, formulae, and concepts.

Individual assistance is available on request from the Learning Centre.

Students are also reminded that careful time management is an important part of studying. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

COURSE SCHEDULE

Class Sessions

Week 1 (June 3, 5, 6), **Introduction to Media Relations and Public Relations | Writing a media release: What the journalist wants**

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. Front matter and <u>Chapters 1 & 2, pp. v–46</u>.

Mahoney, J. (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. <u>Chapter 6, pp. 107–111, p xxix</u>.

Napoli, P. M., Taylor, M., & Powers, G. (1999). *Writing activities of public relations* practitioners: The relationship between experience and writing tasks. Public Relations Review 25(3), 369–380.

Kent, News Release Handouts PDF, and examine the sample news release folder on Moodle.

Johnston, J. (2013). *Media relations: Issues and strategies (2nd edition),* Crows Nest NSW: Allen & Unwin. pp. 1–8.

Stanton, R 2007, *Media Relations,* Melbourne: Oxford University Press pp. 1–8.

In class: You will have some time to get together with group members, and also to talk about news releases.

Week 2 (June 10 (H), 12, 13). **Media relations and liaison: What is news | Rhetoric and the Rhetorical Situation | Framing | A1: News Release Writing**

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy & Rhetoric 1*(1), 1–14.

Hallahan, K. (1999). Seven models of framing: Implications for Public Relations. Journal of Public *Relations Research, 11*(3), 205–242.

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. Chapter 5, pp. 87–106.

In class: Issue based messages and *issue advertisements.*

Week 3 (June 17, 19, 20) .... ***Bring 3 printed copies of A1 to class,***

Non-profit organizations: Advocating a cause Refugee Week

Bales, S., & Gilliam, F. D. Jr. (2004, April). "Communications for social good," Foundation Centre. <<u>www.foundationcenter.org/gainknowledge/research/pdf/practicematters_08_execsum.pdf</u>>.

Johnston, J and Zawawi, C 2009, *Public Relations Theory and Practice (3rd edition),* Sydney: Allen & Unwin, pp. 443–449.

In class: Research and White papers.

Week 4 (June 24, 26, 27)......................................**Assessment 1**, Due Friday 28st,

Opinion writing | Writing for Social Media and the Web | Media plan: Research, Strategy and Planning | MBO, Goals, Objectives, Strategies, Tactics | A2: Letters and Feature Story

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. pp. 146–174.

Wilcox, D. (2009). *Public relations writing and media techniques (7th edition),* Boston: Pearson, Allyn & Bacon. pp. 183–188.

<www.smh.com.au/national/hello-and-welcome-to-a-day-in-the-strife-of-the-letters-editor-20110913-1k7l5.html20110913-1k7l5.html>.

Johnston, J. (2013). *Media relations: Issues and strategies (2nd edition),* Crows Nest NSW: Allen & Unwin. pp. 99–101.

Kent, M. L., (2011). *Public relations writing: A rhetorical approach.* Boston: Allyn & Bacon., Chapter One, pp. 6–14.

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. Chapters 3 & 4, pp. 47–80.

Stanton, R. (2007). *Media relations.* Melbourne: Oxford University Press. pp. 33–35, 38–45.

Wilcox, D. (2009). *Public relations writing and media techniques (6th edition),* Boston: Pearson, Allyn & Bacon. pp. 483–502.

In class: Writing for Social Media.

Week 5 (July, 1, 3, 4)............................. Kent/Saniei, ANZCA Conference, 2, 3, 4, 5

Media plan: Tactics, Timelines and Budgets, Evaluation

McElreath, M. P. (1997). *Managing systematic and ethical public relations campaigns (second edition).* New York: McGraw-Hill. Chapter 8, pp. 273–316.

Mahoney, J (2017). Public relations writing (third edition). Melbourne: Oxford University Press. Chapter 11, 229–242, review chapters Five and Seven.

Wilcox, D (2013). *Public relations writing and media techniques (7th edition),* Boston: Pearson, Allyn & Bacon. pp. 142–144.

In class: Budgeting.

Week 6 (July, 8, 10, 11), **Evaluation of media relations plans**

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press. Chapter 12, pp. 243–end.

Xavier, R, et al. (2005). Using evaluation techniques and performance claims to demonstrate public relations impact: an Australian perspective. *Public Relations Review, 31*(3), 417–424.

Macnamara, J. (2014). Emerging international standards for measurement and evaluation of public relations: A critical analysis. *Public Relations Inquiry, 3*(1), 7–29.

In class: Writing for Social Media.

Week 7 (July, 15, 17, 18)..................................... **Assessment 2**, Due Friday 19th

Reading Week No Class. *Must complete online activity for next week*

Kent will be away this week for a Key Note Address in Wuhan, July 17–22

Week 8 (July, 22, 24, 25), **Understanding Big Data and Analytics | A3: Media Plan**

Borgatti, S. P., Mehra, A., Brass, D. J., & Labianca, G. (2009). Network analysis in the social sciences. *Science, 323*(5916), 892–895.

Carrington, P. J. & Scott, J. (2011). Introduction. In J. Scott, J., & P. J. Carrington (Eds.), *The SAGE handbook of social network analysis* (pp. 1–8). Thousand Oaks, CA: Sage.

Kent, M. L., Carr, B. J., Husted, R. A., Pop, R. A. (2011). Learning Web analytics: A tool for strategic communication. *Public Relations Review, 37*(4), 536–543.

Kent, M. L., Sommerfeldt, E. J., & Saffer, A. J. (2016). Social networks, power, and public relations: Tertius Iungens as a cocreational approach to studying relationship networks. *Public Relation Review 42*(1), 91–100.

In class: Fact Sheet and Backgrounders.

Week 9 (July, 29, 31, August 1), **Ethics and Corporate Social Responsibility | Arthur Page Ethics Modules**

Kent, M. L., & Taylor, M. (2016). From homo economicus to homo dialogicus: Rethinking social media use in CSR communication. *Public Relation Review, 42(*1), 60–67.

Regester, M. & Larkin, J. 2008, *Risk Issues and Crisis Management: A Casebook of Best Practice (4th edition),* London: Kogan. pp. 73–93.

Wilcox, D. (2013). *Public relations writing and media techniques (7th edition),* Boston: Pearson, Allyn & Bacon. pp 53–55.

In class: Speakers bureau.

Week 10 (August, 5, 7, 8) .... **Assessment 3**, Due Friday 9th **|**
Dealing With the Media in a Crisis

Coombs, W. T. (2007). Protecting organization reputations during a crisis: The development and application of situational crisis communication theory. *Corporate Reputation Review, 10*(3), 163–176.

Johnston, J 2013 *Media Relations: Issues and Strategies (2nd edition),* Crows Nest, NSW, Australia: Allen & Unwin, pp. 85–95.

Regester, M., & Larkin, J. (2008). *Risk issues and crisis management: A casebook of best practice (4th edition).* London: Kogan Page. pp. 20–24, 192–198.

In class: Apologia.

Week 11 Study Period (August, 12, 14, 15, **Exams Begin, Aug. 17**), Exam Timetable released 26 July.

Week 12 (August, 19, 21, 22) .... **Required News Conference Activity**

Week 13 (August, 26, 28, 29) .... **Required News Conference Activity**

Optional Extra Credit

This semester, as a way to extend your knowledge about public relations writing, I am offering an opportunity to receive extra credit for preparing one-page summaries of several different types of written documents. The table below from Week One's readings (Napoli, Taylor, Powers, 1999) illustrates how many writing activities a communication professional prepares each month! Nearly 100!

Although the types of writing activities have changed a bit over the years with new technologies and social media content, *the amount and frequency of writing has not changed.* Public relations and communication professionals are still writing, and completing, about three written activities/documents ***per day*** *plus instagrams, tweets, Facebook posts, etc.* In this class, you write an average of one document per month, which is about 1% of the workload of a professional communicator. To be successful, you need to have a wide skill set and be able to work fast, so writing up these summaries should be valuable down the road.

Because of the compressed nature of the trimester system, we cannot give you an opportunity to write so many documents, nor give you feedback on all of them. Although the new longer classes allow us to engage in more writing activities *in class*, we cannot teach you how to write all the many types of documents and content you will eventually need to understand. See table below for a list of writing activities. Thus, by giving you some class credit and the opportunity to learn about the various documents on your own, you will be better prepared professionally.

Mean Number of Tasks Completed in Average Month		
Writing Task	*Mean*	*SD*
Public service announcement	.82	2.7
Speeches	.88	3.3
Biographies	1.5	2.1
Features	1.6	2.8
Talking points	2.7	4.5
Press kits	3.1	11.0
Media alerts	3.3	4.8
Activity summaries	3.8	4.9
Photo captions	5.0	8.9
News releases	6.3	7.8
News stories	6.5	44.4
Pitch letters	6.8	15.8
Letters	19.8	21.5
Memos	36.7	57.1

Once again, this opportunity is *optional.* However, ***if you choose to,*** you may submit up to ten, one-page (single-spaced, full-page) summaries of different written documents. *You will be responsible for learning about how to write the documents on your own,* and you must have *minimally* one academic, written (not the web), source, beyond the class texts (an introductory writing textbook is best) for each summary. The library has a number of public relations writing textbooks, but I recommend you buy yourself a couple to own, such as noted below. **Note:** one "good book" might have everything you need for the semester, but you should also look at samples online, etc. to learn more.

Writing up the documents is optional; if you choose not to do any of the summaries, your final grade will not be impacted in any way. However, if you choose to take advantage of the opportunity, you may write up one per week, up to ten max. All documents will be submitted online via the Moodle interface and "TurnItIn.com."

Details

- **You may complete one per week** (including the reading week), up to ten max. You may also submit these summaries every other week if you prefer, but all are due by week ten, and you cannot do them all at the end.

- **Each summary will be worth a one per cent (1%)** bonus on your first or second assignment (the assessments worth the most points). If you complete all of the summaries, you may raise your final grade on assessment three up to 10%.

- **Write a one-page, a full page, single-spaced, document** explain both how the document should look, and what you should be aware of when writing it. Note: no professional writing activity can actually be explained in one single-spaced page, there is simply too much going on, so you will need to really understand how it is done, and then distil the essence down to one-page.

- **Put your citations at the end** and do not count them in your 50-line total.

- **Format your documents as follows: All single spaced. Use standard 11 or 12-point serif font** (Times, Palatino, New Century, Bookman Old Style, etc.), with **1" or 2.5 cm margins on all sides.** *(For Kent's sections, put all documents into Bookman Old Style 11-point for the entire term).* **Use A4 paper.** Format using **½" (1.25 cm) tabbed paragraphs**, *not extra lines between paragraphs*. **First line, all bold, your name (as it appears in Moodle), first name then last or family name, class section day/time, and type of document described.** One line-break (single spaced), then start on your document. **Write your descriptions in paragraph form, _not_ as bullet lists.** You should have several major sections: "how the document should look" (size, appearance, formatting, materials, etc.), "how to write it" (tone, style, structure, etc.), "who is it for" (key public/audience, etc.), strategic considerations (timing, use of persuasion), etc..

- **Note: you should have at least 50 lines on the page for full credit,** if your word processing program does not put enough lines on the page, either go to a second page until you have 50 lines of content, or reformat: "select all," go to "format/paragraph/indents and spacing," uncheck all boxes, go to "spacing," "line spacing," "exactly" and set it for 11 or 12-points. Make sure spacing "before" and "after" are set to zero. This should get you about 52–54 lines per-page depending on the typeface used. **Note:** this was the only way to set margins when I was a student, there was not auto setting for single, double, etc.

Recommended Books

Note: the library has many writing books. I checked. However, I consider Treadwell and Treadwell book, and my own book, the best in terms of having the most comprehensive content on theory, having citations to sources, and being the most complete in terms of writing activities and examples. Treadwell and Treadwell also have an accompanying workbook that is useful, and I have a teacher manual for my book.

Kent, M. L., (2011). *Public relations writing: A rhetorical approach.* Boston: Allyn and Bacon.

Treadwell, P. F. and Treadwell, J. B. (2004). *Public relations writing: Principles in practice.* Thousand Oaks, CA: Sage.

Typical Public Relations Activities. Learn one each week (items in red excluded since we are doing them in class), items in blue will be covered in class. If you want to talk about them, do it before we cover them in class.

1. Annual report.
2. Backgrounder.
3. Billboard or transit sign.
4. Blog entry
5. Brochure.
6. Budgeting narratives.
7. Bulletin.
8. Campaign proposal.
9. Company newspaper or newsletter.
10. Crisis/Apologia messages.

11. Designing Organizational logo.
12. Direct mailer.
13. Event/conference planning: also, exhibit, workshop, open house, stockholder meeting, etc.
14. Fact sheet.
15. Feature story.
16. Film script.
17. Flier.
18. Interview guide.
19. Issue advertisement.
20. Letter to the editor
21. Lobbying.
22. News conference.
23. Narrative/story video
24. News release.
25. Op-ed article.
26. Pamphlet.
27. Pedagogical/Educational materials for public schools, etc.
28. Pitch letter.
29. Pitching story ideas to a reporter or editor.
30. Point-of-purchase display.
31. Poster.
32. PSA (public service announcement).
33. Quarterly video update.
34. Radio or television talk show or other appearance.
35. Research paper for a professional conference.
36. RFP (Request for Proposal): artwork, research, reports, etc.
37. Social media posts.
38. Speakers bureau.
39. Speech, writing.
40. Speech, delivering.
41. Telephone hot line or call centre.
42. Testify before a citizen's advisory panel or committee.
43. Testify before Congress or at a public hearing.
44. Web site, chat room, or electronic information site (create/design).
45. White Paper (position paper, research paper, etc.).
46. YouTube video.

All readings can be accessed through the MDIA 5004 class Moodle.

Required Text

Mahoney, J (2017). *Public relations writing (third edition).* Melbourne: Oxford University Press.

Required readings

Articles etc. listed above on the class schedule.

COURSE EVALUATION AND DEVELOPMENT

Student feedback is encouraged through both informal feedback directly to lecturers and through the formal CATEI survey conducted at the end of the course by the University. This feedback in the past has been incorporated in the design of the content and the teaching strategies. For example in the past, students asked for more practical and current examples of theories and hands-on practice for assessments. The group exercise has been particularly designed to meet these needs

Other information

Information on relevant Occupational Health and Safety policies and expectations is outlined at: www.ohs.unsw.edu.au.

Student equity and diversity issues can be sought from Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Further information for students with disabilities is available at www.studentequity.unsw.edu.au.

ASSIGNMENTS

MDIA 5004 is based around writing. The 1st and 2nd assessments involve writing materials for use in a Media Plan. Both assessments are *individual* assignments.

You will need to select a real non-profit organisation to study for all three of the assessments. You will also need to form a group with 3–4 fellow students. Note: You will be given time to form a group during the first class. The priority in selection of your organisations is social significance. Religious and political organisations are excluded.

The 3rd assessment involves preparing a Media Plan for the non-profit organisation that your group selected. *The 3rd assignment, however, is a group assessment* where you will work with the members of your group on a shared assignment, and all group members will receive the same grade.

More assignment details will be provided in the first lecture, and during other lectures before the assignments are due, but you can get a head start on the assessments by thinking about possible non-profit organisations that you might be interested in learning about. **Note:** *the organization selected cannot be an organization that a member(s) of the group are affiliated with now, or have worked with in the past. I.e., no internship clients, no current employers, etc.*

For the third assignment you will also target mainstream Australian media, so be sure to choose a non-profit organisation that has an interest in reaching Australian audiences via Australian media. For example: There are many ARC groups on campus— you could select one of them. Or you could look at local community organisations around where you live. Or select a larger non-profit, Australian, activist organisation. See below for some *examples*. Although you will not be implementing the Media Plan, the third assessment is an opportunity to develop a realistic product that you might actually include in your portfolio or list on your CV.

Sample Activist Organizations

- A[21] Human Trafficking (www.a21.org).
- ACON, NSW Health (HIV Prevention) Organisation (https://www.acon.org.au).
- All Together Now (http://alltogethernow.org.au)—cultural diversity organization.
- Amnesty International, Australia (www.amnesty.org.au).
- Animals Australia (https://www.animalsaustralia.org/issues/greyhound-racing.php)
- Anti-Slavery Australia (www.antislavery.org.au).
- Animal Liberation (www.animal-lib.org.au).
- Asylum Seeker Resource Centre (https://www.asrc.org.au)
- Atheist Foundation of Australia (https://atheistfoundation.org.au)
- Australian Human Rights Commission (www.humanrights.gov.au).
- The Human Rights Council of Australia (www.hrca.org.au).
- Action on Climate Now (AOC) (www.aoc.org.au/australia-ngos)—hosts an assortment of climate action groups.

- Asylum Seeker Resource Centre (https://www.asrc.org.au).
- Australian Student Environment Network (http://asen.org.au/resources/activist-education-resources).
- Being (http://being.org.au)—mental health advocacy group.
- Brain Injury Australia (www.braininjuryaustralia.org.au).
- Doctors without borders (https://www.msf.org.au).
- The Sydney Feminists (www.sydneyfeminists.org).
- Gay and Lesbian Rights Lobby (https://glrl.org.au).
- Humanism Australia (https://www.humanist.org.au)
- Immigration Advice and Rights Centre (https://iarc.asn.au)
- Immigrant Women's Speakout Association (http://www.speakout.org.au)
- Mental Health Coordinating Council (MHCC) (www.mhcc.org.au).
- Minus 18 (www.minus18.org.au)—Australia's youth driven network for lgbtiq youth.
- Music Australia (http://musicaustralia.org.au).
- PETA Australia (www.peta.org.au).
- The Redfern Foundation (indigenous peoples org.) (www.redfernfoundation.org.au).
- Refugee Action Coalition (http://www.refugeeaction.org.au)
- RSPCA (www.rspca.org.au).
- Save the Children (https://www.savethechildren.org.au).
- Voiceless—The Animal Protection Institute (www.voiceless.org.au).
- WaterAid (www.wateraid.org/au).

More Details Below

ASSESSMENT DETAILS

Assessment 1 (Individual Assessment)

Weight: 35% of final grade

Due: Friday, June 28, submitted as PDF via Moodle through Turnitin by midnight

Title: Media Release (300+ words) and Rationale (500–800 words)

Expectations for Media Release

To write a media release related to your group's organization: non-profit organisation (your third assignment).

The media release will be scored on how well you have articulated the release in line with effective media release writing guidelines. You will need to present a strong news angle and follow the format and style of a media release presentation.

The media release will be for an organization relevant topic or campaign, that has not already been used by the organization. So *yes,* you may be making part of this up, but it should be based on organizational facts and realistic issues. For example, imagine your organization is about fighting the horse racing industry, you might focus on a news release relevant to a "real" upcoming event (like a protest)—assuming no news release already exists that talks about the protest. If the organization has a news releases on the topic already, then you may create a "similar" or completely original event, and use existing facts and information to create your release.

For all issues, you must research how the issue has been covered in the media and work out how to make this issue newsworthy. For an event you must consider what makes news (week 2 lecture) and make sure that you emphasise some aspect of the event that is newsworthy. No event is inherently newsworthy. You make it so by the "story" (or news) you tell.

The "audience" for the media release is the journalist, producer or editor that you are sending your release to. So your release must have a coherent news angle that will be interesting to a particular journalist's audience (e.g. the readers of his/her newspaper, or the viewers of his/her news show).

You must name the actual journalist and the actual media outlet that you are targeting with your release and you should explain the choice in the rationale based on previous work by that journalist.

More information will be provided in class and covered in readings.

Rationale (Note: the rationale is twice as long as the news release and needs references to the class texts and existing news stories by the journalist your select, etc.)

Explain the rationale behind your decisions in writing your media release. This must include academic references to your readings or other material that informed your choices of news angle, target audience, topic, etc. The rationale is an example of academic writing in which you explore the concepts and ideas behind your media release.

Assessment 1 (Individual Assessment)

	FL–PS	PS–CR	CR–DN	HD
Layout and format, Presentation and evidence of proofreading in news release (20%)	Media release is too brief. Poor grammar and/or editing. Formatting of news release does not follow guidelines. Missing sections or contact details. Improper structure.	Most key aspects of the news release requirements followed. Some typos or proofing mistakes. Format of the release meets some of the requirements. E.g. date shown but no contact details.	All aspects of media release requirements in terms of layout and formatting followed. No spelling, grammar, or proofreading mistakes. Structure of news release meets all requirements. Headline & lead appropriate and compelling. Original content	All aspects of media release requirements evident in terms of layout, format, structure, etc., including client logo, compelling and clear presentation designed to attract journalist attention. *Completely error free*. Presentation of release follows all guidelines. Excellent headline, lead, and other content. Compelling and original content.
Evidence of research and inclusion of appropriate and newsworthy facts and content in the news release (20%)	Little evidence of any research into the issue/event, or of prior/existing media coverage of the issue. No inclusion of newsworthy facts.	Some evidence of research into the issue/event, and some evidence of relevant media coverage. Some inclusion of newsworthy facts from this research.	Solid evidence of research on the issue/event; relevant media coverage. Effective use of research to support writing. Use of appropriate and thoughtful facts throughout the media release.	Excellent research and selection of highly newsworthy facts. Used information and facts effectively. Clear inverted pyramid structure. Used research in quotes that are interesting and compelling to the audience of the target media. Clear writing.
Use of the 5 W's & the H (Who, What, When, Where, Why, & How) in news release (20%)	Use of 5 W's and H not evident. These issues not answered at all.	Most of the 5 W's evident. No "how" evident. Sound explanation backed up with "news angle," but the 5 W's are not clear in the first two paragraphs.	All of the 5 W's & H used. Very good explanation backing up "news angle." First paragraph includes all key information; relevant 5 W's/H included in first two Paragraphs.	All 5 W's & H used effectively. Excellent explanation(s) backing up "news angle." Content presented in order of importance in headline and lead. First paragraph presents all the key information clearly & succinctly.
Quality of expression used in both documents: *rationale* and *news release* (20%)	Quality of expression poor, inverted pyramid structure not followed. Sentences long and/or difficult to understand, etc.	Competent expression of ideas. Structure appropriate (required content). Sentences/¶s too long, or ideas not easy to read/understand.	Quality of expression sound; inverted pyramid structure appropriate. Too much puffery/purple prose but basically clear & easy to read. Logical flow backs up news angle.	Outstanding quality of expression and inverted pyramid structure followed well. Excellent language use. Appropriate word choice—no puffery. Clear, simple and easy to read.
***Rationale*: Explanation of decisions taken in writing media release and quality of references (20%)**	No clear explanation of writing decisions. Improper academic referencing. Insufficient scholarly support.	Ideas explained but not referenced. Some content that supports arguments. Academic references incomplete. Unaware of prior stories on topic.	Clear & concise explanation of writing choices. Adequate scholarly support. Clear, and accurate referencing. Structured well and easy to read.	Outstanding and insightful decisions made and succinctly explained. Excellent sources used to support points. Wide-ranging research with excellent referencing.

Assessment 2 (Individual Assessment)

Note Carefully: you may select either option 1 (Letter to Editor) or Option 2 (Op-Ed)

Weighting: 35%

Due: Friday, July 19, submitted as PDF via Moodle, through Turnitin, by midnight.

Option 1, Letter, Length: 200 words (letter), and 500–800 words (rationale)

Title: Option 1: Letter to the Editor and Rationale

Expectations: Letter to the Editor

You will write a letter to the editor based on the guidelines presented in lectures and in the readings. You must follow the format closely for formatting a proper business letter, and writing a letter to the editor. Read several dozen samples before you write your letter.

The letter must argue the case around an issue that you have chosen to advocate in the media for your chosen non-profit organisation. The letter will be prepared for the head of your chosen organization to sign, so it should sound like they wrote it. Thus, you must write it in their "voice" and understand that you are writing it for them. The letter will come from them and you are not credited in any way (as in real life).

The letter must be addressed to the editor of a newspaper or magazine (print or online mass media outlet that publishes letters to the editor***—include samples of other letters from your target publication with your own letter—***that will reach your non-profit organisation's target audience. *Note: very few online sources publish letters to the editor.* You cannot just say you've written a letter to the editor for any source, they actually have to publish *letters to the editor* and you need to provide evidence of that with your own letter.

You must name the editor (when possible) and the media outlet that you are writing for. You must research the media outlet to see how they have covered your issue and write a letter that touches on the existing framing and prior discussion and content.

In your rationale you will describe your research process and why you made the decisions that did in writing the letter. Be specific and refer to and cite academic content **(from this class *only*)** to back up your choices. More information on the assignment will be presented in class and covered in the readings.

Rationale

Explain the rationale behind your decisions in writing your letter to the editor. Your rationale must include academic references to the class readings and other material (for example other letters published in that news outlet **only**) that supports the rhetorical and persuasive decisions that you made (note: do not bring in any online sources, or use other news outlets to prove your point, use the source you have selected to make your points, and required class readings). Be sure to explain what informed your choices of opinion angle, target audience, topic, newspaper choice, etc.

In other words, the only support you should use for this assignment should come from the class readings and texts, and the media outlets you target for your in-

dividual assignments (say the *Sydney Morning Herald*). Do not search for random support on the internet to justify the decisions you make. We are reading lots of information that does that already. Use only class texts and materials.

Assessment Two Alternative Choice

Assessment 2 (Individual Assessment)

Weighting: 35%

Due: Friday, July 19, submitted as PDF via Moodle, through Turnitin, by midnight.

Option 2, Op-Ed, Length: 800 words (Opinion piece), and 500–800 words (Rationale)

Title: Opinion essay (Op-Ed) and Rationale

Expectations: Opinion piece

You will write an opinion essay based on the guidelines presented in lectures and in the readings. Basically, this will be an informative and persuasive magazine or newsletter essay. Note also that you should have read hundreds of these over your lifetime and you should be a regular consumer of Op-Ed essays if you choose this option. As professional communicators you should regularly read such content.

The essay must examine an issue that is being promoted by your chosen non-profit organisation and target a newspaper or magazine (print or online mass media outlet) that will reach the target audience in the media plan for your organisation. You should tie the issue into something covered already in the media. **Note:** Social Media is *not appropriate* for this assignment, social media sites do put publish original op-ed essays except when they are republishing them from actual media outlets. You should explain your choice of outlet in the rationale.

The opinion essay is written as an actual timely response to an issue from the leader of your chosen organization. Thus, you must write it in their "voice." Their name will appear under the Op-Ed essay.

Rationale

Explain the rationale behind your decisions in writing your opinion piece. Your rationale must include academic references to class readings only or content from your media outlet chosen such as past stories from their newspaper/magazine, etc. (not web sites or online sources) that inform your choices of opinion angle, target audience, topic, newspaper choice, writing style, etc.

In other words, the only support you should use for this assignment should come from the class readings and texts, and the media outlets you target for your individual assignments (say the *Sydney Morning Herald*). Do not search for random support on the internet to justify the decisions you make. We are reading lots of information that does that already. Use only class texts and materials.

Assessment 2

Layout and format, presentation, and evidence of proof-reading (20)	**FL–PS** incorrect Layout/-formatting. Typos & spelling mistakes. Too long/short. Contact details not provided. No indication of target media or understanding target media.	**PS–CR** Mostly correct layout/format. No typos or spelling mistakes. Not presented in style of target media outlet. Contact details incomplete. Too long/short.	**CR–DN** Meets all aspects of requirements in terms of layout/format. Few flaws. Style is concise and lucid and clearly targets media outlet. Date/contact details and media outlet shown. Correct length.	**HD** All aspects of requirements evident in terms of layout/format, language appropriate to your media outlet. Error free. Date and contact details and media outlet shown. Correct length. *Basically, no errors, well written, does everything it is supposed to including proper analysis, & is compelling.*
Evidence of research into the issue and into coverage of issue in the media (20)	**FL–PS** No evidence of research on your news source and no inclusion of newsworthy information to back up your point of view.	**PS–CR** Evidence of research into topic and some inclusion of newsworthy information that supports your point of view/argument. But little in the way of critical or original thought, just restating existing points, etc.	**CR–DN** Solid evidence of research and coverage of the issue in the media and appropriate and thoughtful inclusion of information that supports the opinion/point of view in the letter/opinion piece.	**HD** Excellent research into media coverage of the issue. Used information effectively to promote your case. Included reference to article(s) or news coverage on the issue that have appeared in your target media outlet, enjoyable to read, etc.
Clear identification of the opinion point or topic that is of key interest to the non-profit client. Issues is newsworthy and timely (20)	**FL–PS** No clear opinion angle (point of view) on the issue. Topic not related to issue of major significance to your non-profit organisation.	**PS–CR** Some evidence of an opinion but not clearly articulated. Of interest to your non-profit, but not a newsworthy topic and not likely to get published or attract readers.	**CR–DN** Clearly articulated opinion. Issue is of key importance to non-profit organisation and is also newsworthy.	**HD** Opinion clearly and forcefully presented. References made to where the topic appears in the news source that is being targeted or to a current news story in the media in general. Opinion relates to issue of major significance to your non-profit organisation and is strongly newsworthy.
Quality of expression in both letter/opinion essay AND rationale (20)	**FL–PS** Poor quality of expression throughout. Argument poorly or incoherently expressed. Rationale has no support.	**PS–CR** Basic level of expression achieved, argument somewhat clear. Issue not very compelling. Rationale makes sense but needs more support.	**CR–DN** Sound quality of expression. Arguments and ideas clearly and succinctly expressed. Compelling issue. Rationale compelling and appropriately cited.	**HD** Outstanding quality of expression. Excellent presentation of coherent and forceful opinions. Language appropriate for the targeted media outlet. Rationale shows clear and logical thinking, well-expressed, good support.
Explanation of decisions taken in writing, rationale, & quality of references (20)	**FL–PS** No clear explanation of decisions and little proper academic referencing. No indication of reading wifely or at all on the topic. <u>Did not</u> use *only* class texts and content from target news outlet.	**PS–CR** Basic ideas explained, but no well. Some reading that supports arguments apparent. Some academic referencing but not enough, or specific enough, to demonstrate that you understand the choices you made.	**CR–DN** Clear and concise explanation of decisions taken in writing. Strong choices made and justified. Clear, accurate academic referencing. Sound reading on topic obvious.	**HD** Outstanding and insightful content. Decisions made and succinctly explained. Wide ranging reading with excellent referencing.

Assessment 3 (Group Assessment)

Weighting: 30%

Due: Friday August 9, submitted as PDF via Moodle, through Turnitin, by midnight.

Length: 1,500 words

Title: Media Plan for a Non-Profit Organisation

Expectations: Campaign Plan

Write a media relations campaign plan for a real non-profit organisation. Your aim is to obtain coverage in the mainstream mass media. Essentially you will be presenting the steps that would go into an MBO (Management by Objective) campaign. **Note,** most organizations show little or no evidence of understanding the role played by the media in relation to publicising their issue(s) and building relationships with stakeholders/publics; some do. In either case, you will be proposing media relations activities for the mainstream media, **not social media.**

The media relations plan must be designed to get coverage of an issue in the mass media, _not_ **social media,** that is of central importance to your non-profit organisation. For example, framing your media relations plan around a major newsworthy event that your organisation is already planning. _The assignment is not to develop a new event, or to create or organise a fictitious event_, so you should not be focusing on creating an event, or organising an event yourselves. You can use an existing event for your starting point, but your focus is **not** on how to execute the event—**this is not an event planning or campaign planning activity but a** _media relations plan._

The Media Relations Plan must be presented in a professional manner with headings, client logo and clear, succinct writing.

A suggested outline might include:

1. **A cover page** with a title for the plan, a client logo, your group member's names as they appear in the Moodle (as the PR practitioners), date, and contact details for your group.

2. **A TOC** (table of contents)—optional.

3. **A situation Analysis**—this is a short description of your client and a short description of either the issue or the event that you will be trying to use to build up media relations capacity.

4. **A Strategy statement** outlining your approach to the objectives you have identified. An effective plan achieves a synergy between your goals, objectives, and tactics.

5. **Identify your Target Audience**—the audience that you hope to reach with the information about your issue or event for your client. The audience in this case are members of the mainstream media. **Audience are _not_** all the readers of the newspaper but journalists. Be specific and identify existing publics. Again, your target audience(s) are members of the media and relevant publics (politi-

6. **Identify your Target Media outlet(s)**—your choice(s) of media with an explanation for your choices (e.g. appropriate for your audience given their past coverage of related issues; reaches your target audience; is favourable to your issue, etc.).

7. **A Goal statement**—a brief summary (approximately 2 sentences) of what you are trying to achieve with this one (small) Media Relations Plan.

8. **Clear Objectives**—articulate clear, achievable, objectives to reach your target public through the mass media. Identify at least 2 informational, and 2 motivational/behavioural persuasive objectives.

9. **A list of Tactics**—how will you reach your audience (e.g. by writing a media release and sending it to a particular newspaper, by setting up a plant tour, by arranging for meetings with journalists, etc.). **Note:** employing multiple tactics for each objective is expected.

10. **A Calendar or planning/timeline** (a Gantt chart)—include every detail of what you expect to do in your plan, including what specific tasks you would assign to each group member.

11. **A Budget**—create a brief tabular budget with a budget narrative of the costs of implementing the plan.

12. **Evaluation Strategies**—a list of techniques you will recommend to use to evaluate the plan after it is over. Note: Evaluation is always liked to goals and objectives, and any post campaign assessment should be tied to baseline data (i.e., you cannot ask people about opinions and knowledge at the end of a campaign, unless you have a baseline from the beginning). Gathering research should be part of the plan and this section should be both talked about early in your campaign and at the end.

The media plan should be developed using the information presented in lectures and in the readings. Remember, this campaign plan is for your client, so assume you will be writing it and presenting it to them.

Rubric below

Assessment 3: Media Relations Plan: Group

	FL–PS	PS–CR	CR–DN	HD
Presentation, Structure, and Strategy	Issue not articulated. Audiences/media not strategically chosen based on research. Over/under word limit. Poor grammar or presentation. No cover-page. Confused structure. Strategy not articulated. Objectives not written properly.	Some presentation of the issue and client. Partial selection of media/audiences. Structure does not include all required elements. Some typos or errors. Basic content but not æsthetically pleasing. Part of strategy articulated but does not tie in all areas of plan.	Clear presentation of client/issue. Strategically selected audiences/media. Includes all required elements. Presented well, few flaws. Style is concise and lucid. Strategy draws on theory and ties in objectives, aim, & tactics.	Excellent presentation of client/issue. Clear & strategic choices of media/audiences backed up with strong research. Covered assignment question in full. Error free. Well written and flows clearly. Excellent presentation with logo, design, details of group. Strategy draws on theories but clearly articulates these for client and ties in aim, objectives, & tactics.
Aim or Goal, and objectives	No clear separation between goal and objectives. Unclear objectives that are not measurable and do not fulfill any of the SMART criteria. No understanding of the difference between informational/motivational. Only one type of objective.	Has a clear goal but not clearly differentiated from objectives. Demonstrates an understanding of informational & motivational objectives, but not clearly identified. Not all are specific and measurable—uses SMART categories.	Goal is appropriate. Sound objectives including both informational & motivational. Objectives articulated and are specific and measurable—Uses SMART.	Clearly articulated overarching goal. Sound description of objectives, clearly separating out informational and motivational. Specific and measurable objectives for each audience, relating clearly to targeted media. Uses SMART correctly.
Target audiences	Weak choice of audience—not relevant to issue/client's needs. No description of audiences. Only one type of audience addressed.	Adequate description of audience. No secondary audience listed. Brief explanations of audiences but barely relevant to your client's interest.	Sound description of key audiences based on issue/client research. Well described with some explanation for choices made.	Key audiences clearly and strategically identified. Content succinctly presented and described. Audiences clearly linked to client interests. Creative and strategic choices made.
Target media	Poor choice of target media based on issue/audience. No connection between the two. Target audience are not the media but customers, etc.	Some media chosen to reach target audience, other media seemingly chosen randomly. Some media not favourable to client/issue.	Strategic selection of media to reach target audience. Media chosen that are favourable to issue.	Excellent strategic choice of media that both reaches target audience and is highly likely to cover issue or event favourably.
Tactics, timeline, and budget	Confusion between tactics and strategies/objectives. Very little detail in tactics—no information on target media contacts. Budget does not account for all aspects of costing or has too much information. Timeline is not detailed enough—very limited outline of tactics.	Adequate details of tactics but no information on who/where to contact (media outlets). No details in timeline of who is responsible for what action. Basic details in budget but not everything included.	Most tactics included with most of the details (journalists contacts, etc.). Timeline clearly presented and logical. Most activities accounted for—who is responsible and deadlines mostly covered. Budget covers all details of possible costs.	Thoroughly researched—all key tactical activities including responsibilities and deadlines covered. Details of all media outlets to be targeted including name of media outlet and name of journalist/editor/producer to be contacted. Timeline clear and with every item listing who is responsible. All budgetary items included. Almost perfect.
Evaluation	Loosely covered. Not linked to objectives at all. Recommendations not feasible or realistic. Too much academic language (should be language understandable for client).	Some reference to stated objectives. Not all objectives covered. Recommendations only somewhat feasible. Too many types of evaluation suggested and not budgeted for properly.	Reference to most objectives—including motivational, informational. Realistic measures recommended.	Reference to all stated objectives: motivational, informational, etc. Realistic measures recommended. Strategic evaluations chosen to give a good all-round evaluation of the success of the plan.