Syllabus

MMC6412: Applied Media Communication Skills
Instructor:
  Professor Hugo H. Ottolenghi
  Phone: 561-818-2946
  Office: N/A
  Virtual Office Hours: Tuesdays and Fridays 9 a.m.-5 p.m. via Adobe Connect or Google Hangouts.
  E-mail: ottoleng@fiu.edu

Course Description And Purpose

MMC 6412 Applied Media Skills is a graduate course covering the advanced concepts of writing for public relations and marketing communications in the digital marketplace. The goal of this course is to help students develop professional-quality writing skills for communicating strategically and effectively in multiple formats and platforms. Upon the successful completion of the course, students will have a professional portfolio of writing samples. Topics explored in this course include contemporary use of news releases, social media, and online communication. Upon completion of this course, students should be able to write appropriate and compelling copy for a wide range of online media venues, understand how to integrate media strategies and tactics across multiple media outlets, and to develop professional writing samples for each media platform. Students will be assessed by tests, quizzes, five writing projects, and the development of a final, polished portfolio of writing samples.

Course Objectives

Students will be able to:

- Identify effective online communication techniques and practices.
- Recognize writing strategies that work best across various media and audiences.
- Describe varied writing styles and writing techniques for any given public relations or marketing communication venue.
- Evaluate the effectiveness of writing across a variety of media in their writing and provide positive criticism of peer-written drafts.
- Explain the rationale for communications strategies and media venues most appropriate for any given audience and/or product/service.
- Define common media, public relations, and online marketing terms.

Major & Curriculum Objectives Targeted

The following are ACEJMC Student Learning Outcomes that are targeted in this course:
Development of a professional portfolio of five communication writing samples, including:
1) One news release of no more than 400 words.
2) Blog post of at least 500 words.
3) Web page of at least 500 words.
4) Feature story of at least 500 words
5) Social media campaign of at least 12 elements.
6) A final PR campaign consisting of elements learned in the course.

Students will submit drafts for both professor and peer review with the goal of improving the style, effectiveness, and specific strategic goals of each communication venue. Drafts will receive initial editing and be returned for revisions. The process will be repeated as needed until the work is of publishable quality.

Students must demonstrate through quizzes, tests, and discussion the understanding of the following:

1) Common definitions of online marketing, public relations, and media terms.
2) Application of the appropriate strategy and tactics in using traditional and online media.
3) Ability to provide creative, positive feedback and analysis to fellow students on written assignments, online discussions, and supplemental reading and online materials.

Teaching Methodology

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Should you have any questions, please contact the professor.

Assurance Of Learning

The School of Journalism & Mass Communication cares about the quality of your education. That's why we participate in Quality Matters, a quality assurance program dedicated to continual improvement of online courses. Quality Matters is a faculty-centered peer review process that evaluates and certifies the quality of our online courses. For more information, go to Quality Matters.

SJMC Diversity

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Important Information

Policies
Please review the FIU’s Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

**Make-up Quizzes and Final Test**

Students who miss a quiz or the final assignment must contact the professor within 24 hours to arrange a make-up date for the quiz or test. All quiz and test grades are final. No make-up dates can be scheduled after the 24-hour period.

**Technical Requirements & Skills**

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Microsoft Word
2. Online Blackboard tests, quizzes, and discussion groups
3. Video presentations and video chats throughout the semester
4. The New York Times
5. Web-based readings and examples
6. Free Web tools for producing content
7. Free apps for smartphones and tablets

Please visit our Technical Requirements webpage for additional information.

**Accessibility And Accommodation**

- Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
- Please visit Blackboard’s Commitment Accessibility webpage for more information.
- For additional assistance please contact FIU’s Disability Resource Center.

**Course Prerequisites**

There are no prerequisites for this course.

**Textbook**
The 2015 edition of “AP Stylebook” is required. Find it at the FIU bookstore, online, and by online subscription (http://www.apstylebook.com/?do=product&pid=OLN-917360). An online subscription is recommended.

The New York Times
Free access using your FIU email address at www.nytimes.com/academic

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Attend online lectures and discussions at mutually agreed times via Adobe Connect.
- Review and follow the course calendar
- Log in to the course three times per week
- Respond to discussion boards, blogs, and journal postings at least once a week with contributed material, questions, and comment
- Answer emails/messages within two days
- Submit assignments by the corresponding deadline.

General Advice:

- Students should have a thorough understanding of English grammar, usage, and punctuation.
- Students will need basic computer skills, including accessing online resources, participation in online course discussions, and the use of Microsoft Word.

The instructor will:

- Log in to the course five times per week
- Respond to discussion boards within two days
- Answer emails/messages within one day
- Grade written assignments within one week of the assignment deadline
- Grade all quizzes and the final test by the next business day (Monday).

Course Detail
Course Communication

Communication in this course will take place via Messages, a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages.

The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

Each week we will discuss topics raised in our readings, supplemental Web-based examples, and video presentations and/or live video lectures. Each student is expected to comment, question, and respond on the discussion boards weekly. The following is expected:

1) A weekly response to our topics on any of the following:
   - Questions regarding the material covered.
   - Analysis of required and supplemental materials (video/Web-based/written examples).
   - Mandatory interaction with fellow students concerning peer drafts (posted by the professor) regarding material.
   - Contribution of researched examples that illustrate the content covered each week.

2) Discussion forum responses will not be graded, but students MUST respond each week to at least peer drafts posted for comment. NOT posting will affect the student’s grade for that assignment by 10 percent.

3) Students making outstanding contributions to the discussion board will receive extra credit.
   - Students can post unlimited discussion responses at any time.
   - If the professor notes that a student is not contributing regularly to discussions, he or she may request a one-on-one conference call to assist a student.

Assignments

Written Assignment Expectations:
Due dates:
News release due Jan. 25  
Blog post due Feb. 1  
Website page due Feb. 8  
Feature story due Feb. 15  
Story pitch due Feb. 22  
Social media campaign due Feb. 29  
Final portfolio due March 6.

**Tips for Writing Assignments:**

- Written, electronically transmitted assignment documents are required from each student. There are no group writing assignments.
- Written assignments will be submitted via the Blackboard Assignment drop box.
- Written assignments should all demonstrate the following:
  - The appropriate style, format, and content type for the individual form (email campaign, news release, etc.) according to a rubric checklist provided for each.
  - The recommended page/word count for each assignment.
  - Participation in online forum discussions of peer-submitted drafts is mandatory, and will have impact on your paper grade for that assignment.
  - The expected turn-around time for feedback and/or grades from the professor for each written assignment is one week after submission.

**Final Portfolio Expectations:**

**Due Date:**

Final portfolio due no later than March 6. The final portfolio is a polished, complete set of work. There will be no revisions. The final portfolio will be graded no later than 10 days after deadline submission. Late portfolios will be dropped one letter grade per day after the date of submission deadline.

**Quizzes**

To familiarize yourself with online assessments, take the "Practice Quiz" from each computer you will be using to take your graded quizzes. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Quizzes in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

*Please take the Practice Quiz to familiarize yourself with the testing environment and to ensure that your computer can accommodate the quizzes and test.*

**Quiz Expectations:**
Quizzes, in the form of multiple choice and short response, will be posted online.
Quizzes are scheduled every class day except Feb. 29
Quizzes will be available from 9 a.m. until 11:00 p.m. on test dates.
Each quiz will require no more than 30 minutes to complete.
Full results and scores will be posted within one week

Make-up Quizzes (As noted above in policies):

If a student misses a quiz, she or he must contact the professor within 24 hours to arrange a make-up date for the quiz or test. All quiz and test grades are final.

Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct one-on-one meetings by appointment, at our mutual convenience. Such conferences can be highly valuable during the creative process and for explicating concepts in greater detail where needed.

Note: that we expect to hold group Adobe Connect sessions if and when we can agree on a time slot that accommodates the majority of the class. In the event that students cannot attend an online session, it will be posted for students to review at a later time. This will go a long way toward fostering a greater sense of cooperative community and group support for improving skills and understanding key concepts throughout the course. Meetings will be available by appointment and, ideally, at least four times for the entire class during the course.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference Blackboard to learn about the tool, how to access your meeting rooms and recordings.

Grading

Notes about grading...
Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
<th>Total Points Available</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Quizzes</td>
<td>5</td>
<td>20</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>AP quizzes</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>News Release</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Blog Posts</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Website page</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Feature story</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Social media campaign</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Story pitch</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Final portfolio</td>
<td>1</td>
<td>500</td>
<td>300</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>N/A</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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Letter Range (%)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
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<tr>
<td>A-</td>
<td>91.5- 93.99</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 91.49</td>
</tr>
<tr>
<td>B</td>
<td>84 – 87.9</td>
</tr>
<tr>
<td>B-</td>
<td>81 - 83.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9</td>
</tr>
<tr>
<td>D</td>
<td>65-79.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
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</tbody>
</table>

Course Calendar

Weekly Schedule

Please note that the contents of this course calendar is subject to change at the discretion of the professor. Any changes will be sent to you via Blackboard Messages or Announcements.

<table>
<thead>
<tr>
<th>MODULE/DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Supports Learning Objectives:</td>
</tr>
<tr>
<td>Jan. 11-17</td>
<td>• Fostering learning community. Introduction to class, professor, and students</td>
</tr>
<tr>
<td></td>
<td>• Learning how public relations and marketing have changed with the rise in popularity of the Internet and other electronic, visual, and other media</td>
</tr>
<tr>
<td></td>
<td>• Learning the basics of Associated Press style</td>
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<td></td>
<td><strong>Tasks</strong></td>
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<tr>
<td></td>
<td>Jan. 12:</td>
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<tr>
<td></td>
<td>• Attend introductory Adobe Connect session at 10 a.m. EST (By Jan. 11):</td>
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<tr>
<td>MODULE/DATE</td>
<td>TASKS</td>
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<td>-------------</td>
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</tr>
<tr>
<td></td>
<td>• Complete pre-course readings</td>
</tr>
<tr>
<td></td>
<td><strong>By Jan. 17:</strong></td>
</tr>
<tr>
<td></td>
<td>• Complete the following readings:</td>
</tr>
<tr>
<td></td>
<td><strong>By Jan. 17:</strong></td>
</tr>
<tr>
<td></td>
<td>• Post one question and one response in Discussion Forum re the readings</td>
</tr>
<tr>
<td></td>
<td>• Create and publish a LinkedIn profile or update an existing account</td>
</tr>
<tr>
<td></td>
<td>• Schedule an initial Adobe Connect, Google Hangouts, or phone conference with professor</td>
</tr>
</tbody>
</table>

**Module 2**  
Jan. 19-24  
*(Note: FIU is closed Jan. 18 in observance of Martin Luther King holiday.)*

**Supports Learning Objectives:**  
• Writing a news release for media and other online audiences, and for SEO.

**Tasks**  
Jan. 19:  
• Attend Adobe Connect discussion on news releases  
**By Jan. 19:**  
• Take online Quiz 1 covering front-page articles from the New York Times from Jan. 11-17  
• Take test 1 on AP style  
• Contribute one example of a well-written, effective press release from sources such as PRNewswire, BusinessWire and PRWeb.  

PR Newswire’s Knowledge Center  

Sample press release  

Effective Press Releases and Distribution Channels
<table>
<thead>
<tr>
<th>MODULE/DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 tips for writing a killer press release (watch the 1:45 video, too) <a href="http://www.prdaily.com/Main/Articles/7_tips_for_writing_a_killer_press_release_16288.aspx">http://www.prdaily.com/Main/Articles/7_tips_for_writing_a_killer_press_release_16288.aspx</a></td>
<td></td>
</tr>
<tr>
<td>Module 3 Jan. 25-31</td>
<td>Supports Learning Objectives:</td>
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<tr>
<td></td>
<td>• Learning how blogs have become an effective communications tool</td>
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<tr>
<td></td>
<td>• Learning effective styles and strategies for blog content creation and audience building</td>
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<tr>
<td>Tasks Jan. 25:</td>
<td></td>
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<tr>
<td></td>
<td>• Attend Adobe Connect session on blog posts</td>
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<tr>
<td></td>
<td>• Review student-contributed examples of blogs</td>
</tr>
<tr>
<td>By Jan. 25:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submit first draft of news release of no more than 400 words by class time</td>
</tr>
<tr>
<td></td>
<td>• Post one example of a popular blog</td>
</tr>
<tr>
<td></td>
<td>• Complete the following readings:</td>
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<tr>
<td></td>
<td>How to Create a Blog Post in WordPress (video) <a href="https://www.youtube.com/watch?v=vX0DMAjZZg">https://www.youtube.com/watch?v=vX0DMAjZZg</a></td>
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<tr>
<td>By Jan. 27:</td>
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<tr>
<td></td>
<td>• Read peer press releases posted on Blackboard and comment on the draft of the student with whom you are paired.</td>
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<td>By Feb. 1:</td>
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<tr>
<td></td>
<td>• Submit revised press release based on student feedback for professor editing</td>
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<tr>
<td></td>
<td>• Submit blog post of a minimum of 500 words</td>
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<tr>
<td></td>
<td>• Take online Quiz 2 covering New York Times front-page articles from Jan. 18-24</td>
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<td></td>
<td>• Take test 2 on AP style</td>
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<tr>
<td></td>
<td>• Contribute examples of website content</td>
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<tr>
<td>Module 4 Feb. 1 - 7</td>
<td>Supports Learning Objectives:</td>
</tr>
<tr>
<td></td>
<td>• Learning how website content has become an effective communications tool</td>
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<tr>
<td>MODULE/DATE</td>
<td>TASKS</td>
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</tr>
<tr>
<td></td>
<td>• Learning effective styles and strategies for website content creation and audience building</td>
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<tr>
<td><strong>Tasks</strong></td>
<td><strong>Feb. 1:</strong></td>
</tr>
<tr>
<td></td>
<td>• Attend Adobe Connect session on website content</td>
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<tr>
<td></td>
<td>• Review student-contributed examples of website pages</td>
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<td></td>
<td><strong>By Feb. 1:</strong></td>
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<tr>
<td></td>
<td>• Post one example of a popular website page</td>
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<tr>
<td></td>
<td>• Complete the following readings:</td>
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<tr>
<td></td>
<td>Website content writer <a href="http://en.wikipedia.org/wiki/Website_content_writer">http://en.wikipedia.org/wiki/Website_content_writer</a></td>
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<td></td>
<td>30 SEO Terms Every Non-SEO Should Know <a href="http://www.websitemagazine.com/content/blogs/posts/archive/2015/03/24/30-seo-terms-every-non-seo-should-know.aspx">http://www.websitemagazine.com/content/blogs/posts/archive/2015/03/24/30-seo-terms-every-non-seo-should-know.aspx</a></td>
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<td><strong>By Feb. 3:</strong></td>
<td>• Read peer blog posts posted on Blackboard and comment on the draft of the student with whom you are paired.</td>
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<tr>
<td><strong>By Feb. 8:</strong></td>
<td>• Submit first draft of website page</td>
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<td></td>
<td>• Submit revised blog post for professor editing</td>
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<tr>
<td></td>
<td>• Submit rewrite of press release for grade.</td>
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<tr>
<td></td>
<td>• Take Quiz 3 covering New York Times front-page articles from Jan. 25-31</td>
</tr>
<tr>
<td></td>
<td>• Take test 3 on AP style</td>
</tr>
<tr>
<td><strong>Module 5</strong></td>
<td><strong>Feb. 8-14</strong></td>
</tr>
<tr>
<td><strong>Supports Learning Objectives:</strong></td>
<td>• Learning the changing role of public relations professionals as creators of content such as feature stories</td>
</tr>
<tr>
<td></td>
<td>• Understanding the elements and steps in the creation of feature stories</td>
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<tr>
<td><strong>Tasks</strong></td>
<td><strong>Feb. 8:</strong></td>
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<tr>
<td></td>
<td>• Attend Feb. 8 attend Adobe Connect session on feature stories</td>
</tr>
<tr>
<td><strong>By Feb. 8</strong></td>
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<tr>
<td>MODULE/DATE</td>
<td>TASKS</td>
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</tbody>
</table>
|             | • Post one example of a high-quality feature story  
• Complete the following readings:  
  How to Write a Feature Story  
  [http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/WritingFeatureStories.html](http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/WritingFeatureStories.html)  
  How to Write a Profile Feature Article  
  [https://www.nytimes.com/learning/students/writing/voices.html](https://www.nytimes.com/learning/students/writing/voices.html)  
  The Secret to Writing Stronger Feature Articles  
  The Secrets of Writing Smart Long-Form Articles that go Absolutely Viral  
  Also read example:  
  [http://waitbutwhy.com/2014/05/fermi-paradox.html](http://waitbutwhy.com/2014/05/fermi-paradox.html)  

Read 3 feature stories posted on Blackboard.  
**By Feb. 10:**  
• Read peer website pages posted on Blackboard and comment on the draft of the student with whom you are paired.  
**By Feb. 15:**  
• Turn in feature story of minimum 500 words  
• Turn in revised website page for professor comments  
• Turn in final blog post for grading  
• Take online Quiz 4 covering New York Times front-page articles Feb. 1-7  
• Take test 4 on AP style |
| Module 6 | Supports Learning Objectives:  
• Understanding the evolution of social media as a business tool  
• Learning writing techniques and media strategies for producing an effective social media campaign  
**Tasks**  
**Feb. 15:**  
• Attend Adobe Connect session on social media  
**By Feb. 15:**  
• Complete the following readings:  
  Social Media is a Tactic not a Strategy  
  Eyetracking study reveals how people look at your Facebook profile  
  Infographic: The Optimal Length for Every Social Media Update and More |
<table>
<thead>
<tr>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://blog.bufferapp.com/optimal-length-social-media">https://blog.bufferapp.com/optimal-length-social-media</a></td>
</tr>
</tbody>
</table>
| 9 Social Media Trends to Watch in 2015  
| Research: The Emotions that Make Marketing Campaigns Go Viral  
http://blogs.hbr.org/2013/10/research-the-emotions-that-make-marketing-campaigns-go-viral |
| The Top 4 Nonprofit Social Media Campaigns of 2013 (And What You Can Learn)  
| TWITTER: |
| 6 Creative Ideas for a High Impact Twitter Campaign  
http://www.heliosdesign.co.za/blog/web/high-impact-twitter-campaign.html |
| How to Write a Great Tweet  
http://www.alleywatch.com/2014/05/how-to-write-a-great-tweet/ |
| Tips for writing better tweets  
http://www.prdaily.com/socialmedia/Articles/Tips_for_writing_better_tweets_15154.aspx |
| * HCC2103 Twitter Campaign (on Blackboard) |
| Write a Week's Worth of Tweets with This Guide to Twitter  
http://workreadplay.com/tweets-night/ |
| 4 Memorable Twitter Campaigns of 2013  
http://searchenginewatch.com/article/2320368/4-Memorable-Twitter-Campaigns-of-2013 |
| 8 Compelling ways to tell 140 Character Stories on Twitter  
http://www.jeffbullas.com/2015/01/24/8-compelling-ways-to-tell-140-character-stories-on-twitter/ |
| 5 ways to Write Better Tweets (has live practice tool)  
https://www.hallaminternet.com/2015/5-ways-to-write-better-tweets/ |
| The World Cup's #AskPitbull Twitter Campaign is a Beautiful Failure (good video)  
http://www.complex.com/sports/2014/06/world-cup-ask-pitbull-campaign-on-twitter |

**By Feb. 17:**
- Read peer feature stories posted on Blackboard and comment on the draft of the student with whom you are paired.

**By Feb. 22:**
<table>
<thead>
<tr>
<th>MODULE/DATE</th>
<th>TASKS</th>
</tr>
</thead>
</table>
|            | • Turn in social media campaign of minimum 500 words  
|            | • Turn in revised feature for professor comments  
|            | • Turn in final website page for grading  
|            | • Take online Quiz 5 covering New York Times front-page articles Feb. 8-14  
|            | • Take test 5 on AP style |

**Module 7**  
**Feb. 22-28**

**Supports Learning Objectives:**
- Discussing story pitching
- Learning about how story pitching has changed in an online environment
- Receive final assignment: campaign using elements learned during course

**Tasks**  
**Feb. 22:**
- Attend Adobe Connect session story pitching

**By Feb. 22:**
- Complete the following readings:
  - Time magazine's editor: How to pitch reporters  
  - How to Pitch: Outreach Tips from Journalists  
  - How to Pitch to the Press: The 8 No-Fail Strategies  
  - How to Pitch Fashion Bloggers (an interview with bloggers)  
  - How to Write a Pitch and Get Noticed  
  - Pitch, Please: Journalists Sound off on Media Relations  
  - Bloggers and PRs: the 10 commandments  
    [https://econsultancy.com/blog/64101-bloggers-and-prs-the-10-commandments#i.1v48hbc16u2dnf](https://econsultancy.com/blog/64101-bloggers-and-prs-the-10-commandments#i.1v48hbc16u2dnf)
  - The Dos and Don'ts of Pitching Journalists on Social Media  

**By Feb. 24:**
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<th>MODULE/DATE</th>
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|             | • Read peer social media campaigns posted on Blackboard and comment on the draft of the student with whom you are paired.  
  *By Feb. 29:*  
  • Turn in story pitch for grading  
  • Turn in revised social media campaign for grading  
  • Turn in final website page for grading  
  • No quizzes |

| Module 8    | Supports Learning Objectives:  
  • Reviewing materials of course to underscore key components of public relations in a new media environment  
  • Review final campaign |
| Feb. 29-    | **Tasks**  
  *Feb. 29:*  
  • Attend final Adobe Connect session covering campaign  
  *By March 6:*  
  • Submit campaign for grading |
| March 6     |       |