# Cover Sheet: Request 13078

**ADV 2XXX Advertising Writing**

**Info**

| | |
|---|---|
| Process | Course\|New\|Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Thomas Kelleher tkell@ufl.edu |
| Created | 9/21/2018 10:28:14 AM |
| Updated | 12/7/2018 4:50:36 PM |
| Description of request | ADV 2XXX (preferably ADV 2100), Advertising Writing, is proposed as a new course for advertising majors. |

**Actions**

| Step | Status | Group | User | Comment | Updated |
|---|---|---|---|---|---|
| Department | Approved | JOU - Advertising 012302000 | Thomas Kelleher | | 9/21/2018 |
| No document changes | | | | | |
| College | Approved | JOU - College of Journalism and Communications | Michael Weigold | | 9/21/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Commented | PV - University Curriculum Committee (UCC) | Lee Morrison | Added to October agenda. | 10/1/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Recycled | PV - University Curriculum Committee (UCC) | Casey Griffith | | 10/17/2018 |
| No document changes | | | | | |
| College | Recycled | JOU - College of Journalism and Communications | Michael Weigold | | 10/29/2018 |
| No document changes | | | | | |

| Step | Status | Group | User | Comment | Updated |
|------|--------|-------|------|---------|---------|
| Department | Approved | JOU - Advertising 012302000 | Thomas Kelleher | This recycled version includes responses to two comments from the UCC subcommittee review in October 2018:<br><br>1. Please provide detail on assignments within syllabus, there are no descriptions or measures of evaluation for the assignments in the course.<br>Assignment details added in form and in sample syllabus, with assignment rubrics added as appendices to syllabus (attached).<br><br>2. Prereq of ADV major, is this normal for 2000 lvl course? Is this to bar students from taking this course as exploratory?<br>After further consideration and discussion with advising office, prerequisites are now proposed as "ENC 1102 & (JM classification or exploratory major)" | 11/8/2018 |
| No document changes | | | | | |
| College | Approved | JOU - College of Journalism and Communications | Michael Weigold | | 11/8/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 11/8/2018 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

# Course|New for request 13078

## Info

**Request:** ADV 2XXX Advertising Writing
**Description of request:** ADV 2XXX (preferably ADV 2100), Advertising Writing, is proposed as a new course for advertising majors.
**Submitter:** Thomas Kelleher tkell@ufl.edu
**Created:** 12/7/2018 4:21:13 PM
**Form version:** 4

## Responses
**Recommended Prefix** ADV
**Course Level** 2
**Number** XXX
**Category of Instruction** Introductory
**Lab Code** C
**Course Title** Advertising Writing
**Transcript Title** Advertising Writing
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus
**Co-Listing** No
**Co-Listing Explanation** No co-listing required.
**Effective Term** Earliest Available
**Effective Year** Earliest Available
**Rotating Topic?** No
**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No
**Contact Type** Regularly Scheduled
**Weekly Contact Hours** 3
**Course Description** Instruction and practice in writing for advertising. Emphasis on various types of writing in the field including creative briefs, copy and headlines.
**Prerequisites** ENC 1102 & JM classification
**Co-requisites** No co-requisites.
**Rationale and Placement in Curriculum** This course will serve to fill a gap between English courses (e.g., ENC 1101, 1102), professional writing (ENC 3254), and upper-level advertising courses. Students will learn about and practice a range of types of writing encountered in the profession of advertising. These learning outcomes will be useful for the majority of our students who do not intend to become copywriters. For those who are interested in copywriting as a career track, this course will provide a good foundation for upper-level courses in Copy & Visualization (ADV 4101) and Advanced Copywriting (ADV 4102). The course also will lend itself well to meeting the 6000-word requirement (to be designated by instructor and section).
**Course Objectives** Students will:

-write tight copy and headlines that are aligned to strategy and concept

-write persuasive messages that are relevant and easy to retain and digest

-apply writing skills necessary to communicate clearly, concisely and effectively with stakeholders inside and outside of the advertising industry

**Course Textbook(s) and/or Other Assigned Reading** There are no required text books for this class. Instructor will provide links in Canvas to current articles in leading journals, as well as videos

throughout the semester for students to read and watch. Instructor also will distribute excerpts from printed reading material to supplement class discussions.

**Weekly Schedule of Topics** Jan. 8   Introductions
Syllabus, course structure, requirements, learning journal organization
Jan. 15 Consumer profiles/consumer behavior
Jan. 22 Creative strategy – consumer profiles to briefs
Jan. 29 Creative strategy – briefs to body copy + social media executions
Feb. 5   Concepts to body copy and headlines + social media executions
Feb. 12 Concepts to headlines, subheads, body copy and slogans for print
Feb. 19 Social media caption writing and headlines + interactive/real-time marketing
Feb. 26 Websites + blogs
March 5
March 12         Spring break – no class
Script writing + YouTube
March 19         Content marketing/branded content 1
March 26         Content marketing/branded content 2
April 2   Content marketing/branded content 3
April 9   Cause Marketing
April 16 Personal branding 1
April 23

Personal branding 2

**Links and Policies** Attendance

Requirements for attendance at scheduled times, make-up work, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

University Policy on Academic Conduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Support Services

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. (http://www.dso.ufl.edu/drc/)

UF Counseling and Wellness Center
3190 Radio Road
http://www.counsel.ufl.edu/
352-392-1575

Course Evaluation
Please provide feedback on the quality of instruction in this course. Evaluations automatically generate toward the end of the semester - the last two or three weeks of class. You will receive an email with a link in it to access the online forms, which are also available at https://evaluations.ufl.edu.

Summary results of these assessments are also available at https://evaluations.ufl.edu/results.

**Grading Scheme** Grading

Learning journals/individual work 25%
Concept/idea presentations/creative reviews 25%
Workshop Writing Assignments 50%


Grading Scale
100 - 90      A
89 - 80  B
79 - 70  C
69 - 60  D
59 and below  F

To elaborate . . .

Learning Journals – 25% of grade
Throughout the semester, you are required to do homework in preparation for our time together on Tuesdays. This work is assigned weekly, at the close of class, and it is due (by file upload to Canvas) the following Monday by 12:30 p.m. The assignments may include reading, video viewing, writing exercises and practice, as well as finding, analyzing and critiquing ads and different writing styles. They are designed to support the concepting and writing we do in class, and they form the foundation for our opening discussions on Tuesday. You are required to maintain the weekly assignments in a single learning journal throughout the semester, the organization of which, we will discuss on our first day class. See appendix for grading guidelines/rubrics.

Workshop Writing Assignments – 50% of grade
On Tuesdays, we write. Of course, we discuss, brainstorm, collaborate, strategize, concept, pitch, critique, revise and review, too. But from there, we segue into writing and our assignment of the day. Depending on the module, we may be crafting copy and headlines for print, caption writing for social media, developing scripts for digital platforms, or diving into short-form copy for branded informational, educational, or entertainment content. We will begin these assignments during class, and for some of the modules, finish them in that space of time – on deadline. Some of the longer assignments we will finish at home and upload to Canvas the following Monday by 12:30 p.m. See appendix for grading guidelines/rubrics.

Concept/idea presentations/creative reviews – 25% of grade
Before we write on Tuesdays, we strategize and develop concepts for copy. This work is done in creative teams, and you have the opportunity to present your strategy and concepts for feedback before you begin crafting your copy. Points for presenting, pitching and providing creative feedback to your peers are awarded during class. You also have the opportunity to present your final executions for creative reviews by your peers throughout the semester. Points for your presentations and your feedback on others' work are also awarded during class. See appendix for grading guidelines/rubrics.

**Instructor(s)** Kelly Kelly (provided sample syllabus and piloted the course as ADV 4930). Others to be determined.

# ADV 2XXX: Advertising Writing

Instructor:    Kelly Kelly
Section:     XXXX
When/Where: Tuesdays 12:50 – 3:50 p.m., periods 6-8, Weimer 3028
Class Dates:  First class Jan. 8 and last class is April 23
               [UF Spring 2019 Dates and Deadlines](#)
Office:      G036 Weimer
Phone:     904-254-3002 mobile
Email:      klkelly@ufl.edu
Office Hours: Tuesdays after class and by appointment

## About

This is an introductory writing course for advertising majors. Each week we explore a different type of ad writing, work on exercises that reinforce styles, grammar and conciseness and then develop body copy and headlines from concept to final draft. We begin by developing the foundation from which ad writing flows – creative strategy and briefs, conceptualizations, the why behind the buy. Once we have that down, we write. And, we don't stop until the end of the semester.

## Course Objectives

This course is designed to help you –

- learn how to write tight copy and headlines that are aligned to strategy and concept
- develop writing techniques to make messages relevant, relatable, easy to retain and digest
- grow in business acumen and the writing skills necessary to communicate clearly, concisely and effectively with stakeholders inside and outside of the advertising industry

## Course Structure and Content

The course is a writing workshop. We will meet for three hours on Tuesdays and open with a mini-lecture or alternative introduction to one topic, strategy or technique in copywriting. We segue into collaborative exercises to get our hands wet and our brains thinking about the topic. We discuss and brainstorm, and then turn our attention to the writing assignment of the day. We start with strategy, concepts, and idea development and then present, pitch, and craft copy. Students share concepts, storyboards and final executions with the group for creative reviews and feedback throughout the semester.

Homework is assigned on Tuesdays and must be uploaded to Canvas the following Monday. This work, which includes some reading, video viewing, critical analysis and writing, provides the foundation and context for the types of ads and copy we focus on during class each Tuesday. Students will access most of the homework material in Canvas.

# Grading and Assessments

This is a writing workshop for the advertising majors. So, we write. We learn by doing. All assessments relate to the copy you craft, and the effort you invest in the writing exercises and individual study, aka homework, each week. Additionally, points are awarded for pitching concepts, presenting ideas and participation in creative reviews during class, which means you must be in class for this portion of your grade.

All missed assignments/grades may be made-up in a timely fashion with an excused absence. Please see https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ for UF's attendance policy and what counts as an excused absence.

Thus, your grade for this course is a result of your work the following three areas:

| | |
|---|---|
| Learning journals/individual work | 25% |
| Workshop Writing Assignments | 50% |
| In class: Concept/idea presentations/creative reviews | 25% |

# To elaborate . . .

### Learning Journals – 25% of grade
Throughout the semester, you are required to do homework in preparation for our time together on Tuesdays. This work is assigned weekly, at the close of class, and it is due (by file upload to Canvas) the following Monday by 12:30 p.m. The assignments may include reading, video viewing, writing exercises and practice, as well as finding, analyzing and critiquing ads and different writing styles. They are designed to support the concepting and writing we do in class, and they form the foundation for our opening discussions on Tuesday. You are required to maintain the weekly assignments in a single learning journal throughout the semester, the organization of which, we will discuss on our first day class. See appendix for grading guidelines/rubrics.

### Workshop Writing Assignments – 50% of grade
On Tuesdays, we write. Of course, we discuss, brainstorm, collaborate, strategize, concept, pitch, critique, revise and review, too. But from there, we segue into writing and our assignment of the day. Depending on the module, we may be crafting copy and headlines for print, caption writing for social media, developing scripts for digital platforms, or diving into short-form copy for branded informational, educational, or entertainment content. We will begin these assignments during class, and for some of the modules, finish them in that space of time – on deadline. Some of the longer assignments we will finish at home and upload to Canvas the following Monday by 12:30 p.m. See appendix for grading guidelines/rubrics.

### Concept/idea presentations/creative reviews – 25% of grade
Before we write on Tuesdays, we strategize and develop concepts for copy. This work is done in creative teams, and you have the opportunity to present your strategy and concepts for feedback before

you begin crafting your copy. Points for presenting, pitching and providing creative feedback to your peers are awarded during class. You also have the opportunity to present your final executions for creative reviews by your peers throughout the semester. Points for your presentations and your feedback on others' work are also awarded during class. See appendix for grading guidelines/rubrics.

## Grading Scale

| | |
|---|---|
| 100 – 90 | A |
| 89 – 80 | B |
| 79 – 70 | C |
| 69 – 60 | D |
| 59 and below | F |

## Teaching Philosophy

My sole ambition for a class, workshop or semester-long course is to help you create great work, learn a lot and move forward – equipped with new knowledge, skills, understanding and competency – in the direction of your dreams.

I believe we are agents of our own learning. And, to get the most from any educational endeavor it must have personal relevance and meaning. It must correspond to something we want, or are interested in learning about, to fully engage us. For this reason, I try to be flexible with the curriculum and give you the opportunity to approach the material in a way that resonates with you.

But it takes more than flexibility to create meaningful exchanges where new knowledge and understanding can take root and grow.

At its best, I believe a classroom or workshop is a collaborative environment where diversity of thought, experience, culture and background is not only respected, but valued and exchanged, thereby becoming a catalyst for learning in equal weight and measure to the guidance offered by me.

This speaks to the environment I strive to create. And it is, to me, the best way to spend time together and to prepare you for the beautiful world of communication that awaits.

## Required Texts and Materials

There are no required text books for this class. I will provide links in Canvas to current articles in leading journals, as well as videos throughout the semester for students to read and watch. I will also distribute excerpts from printed reading material to supplement our class discussions.

We meet in a computer lab, so technically you do not need your own computer. You will need access to a computer with internet access outside of class, however. I recommend using a cloud method to back up your work, and as students at UF you have access to Microsoft Office 365 with 1TB of cloud storage. GatorCloud is the cloud-based service provided to UF students. The link is here.

## Attendance

As this is a live workshop-styled class, your attendance is critical for success. It is a requirement for success in this course. It takes a team to brainstorm, collaborate, discuss, develop, critique, review and improve.

I know life happens, and this class is not the only thing you have going on. So, if you are unable to attend due to an urgent issue or pressing conflict, please communicate as soon as possible so we can make an alternate plan due to your absence. If you are sick or have a personal emergency, please phone, text or email me as early as possible, so I know you will be out. Again, I will work with you to make up the missed material as best I can. But please recognize, I may not extend the opportunity to make up the in-class presentation/participation component of the missed class, and this is a vital part of our time together and your grade.

For extenuating circumstances, such as a major personal or medical issue, the PATH office is available to advise you on the withdrawal or drop process, and its associate director, Judy Hunter, is awesome. Also, the Dean of Students Office (https://www.dso.ufl.edu/care/medical-withdrawal-process/) is available for information on medical withdrawals. Although, I certainly hope no one has to cross that bridge this semester or any other.

## Course Schedule

| | |
|---|---|
| Jan. 8 | Introductions |
| | Syllabus, course structure, requirements, learning journal organization |
| Jan. 15 | Consumer profiles/consumer behavior |
| Jan. 22 | Creative strategy – consumer profiles to briefs |
| Jan. 29 | Creative strategy – briefs to body copy + social media executions |
| Feb. 5 | Concepts to body copy and headlines + social media executions |
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| Feb. 26 | Websites + blogs |
| March 5 | Spring break – no class |
| March 12 | Script writing + YouTube |
| March 19 | Content marketing/branded content 1 |
| March 26 | Content marketing/branded content 2 |
| April 2 | Content marketing/branded content 3 |
| April 9 | Cause Marketing |
| April 16 | Personal branding 1 |
| April 23 | Personal branding 2 |

# Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, these plans may change based on student progress or feedback or due to a new opportunity that would enhance the opportunity for learning. Any changes will be communicated timely and clearly. Please expect this to occur, more likely than not, over the course of the semester.

## University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:
Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## Support Services

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. (http://www.dso.ufl.edu/drc/)

UF Counseling and Wellness Center
3190 Radio Road
http://www.counsel.ufl.edu/
352-392-1575

## Course Evaluation
Please provide feedback on the quality of instruction in this course. Evaluations automatically generate toward the end of the semester - the last two or three weeks of class. You will receive an email with a link in it to access the online forms, which are also available at https://evaluations.ufl.edu. Summary results of these assessments are also available at https://evaluations.ufl.edu/results.

That's all. And remember . . .

"Be ambitious but not for yourself –
be ambitious for your work, your project,
your organization"

*- Dean Diane McFarlin*
*to the 2017 Ph.D. cohort*

# Appendix – Grading Rubrics

## Learning Journal

| Criteria | Ratings | | | | | | Pts |
|---|---|---|---|---|---|---|---|
| Completeness | **20 to >16 pts** **Excellent** Work includes all required elements, and demonstrates an excellent consideration of the material in terms of effort and time. | **16 to >15 pts** **Above Average** Work is missing 1 required element but the submitted work demonstrates an excellent consideration of the material in terms of effort and time. | **15 to >14 pts** **Average** Work is missing 1 required element and the submitted work is OK - not the best but not the worst in terms of quality, effort and time spent. | **14 to >12 pts** **Below Average** Work is missing 2 required elements and the submitted work is OK - not the best but not the worst in terms of quality, effort and time spent. | **12 to >0 pts** **Poor** Work is missing too many elements. The work is of poor quality - either poorly written with text appearing copy and pasted from sources mostly, or its disorganized and/or difficult to follow. Little effort in consideration of the material. | **0 pts** **No Marks** Ouch. You probably didn't do the assignment. | 20 pts |
| Timeliness | **5 pts** **Excellent** On time! | **4 pts** **Above Average** Less than one hour late. | **3 pts** **Average** Less than 6 hours late. | **2 pts** **Below Average** Less than 12 hours late. | **1 pts** **Poor** Less than 24 hours late. | **0 pts** **No Marks** More than 24 hours and 20 minutes late. | 5 pts |

Total Points: 25

## Writing Workshop Assignments: *Concepts*

### Creative strategy/Concepts

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Creative Strategy/Concepts | **25 to >20 pts** **Excellent** Exceptional creativity. The idea is original. It feels fresh, exciting. And, it aligns perfectly with the companies mission, purpose and brand voice. It will create buzz. | **20 to >15 pts** **Good** Admirable creativity. Idea feels new and exciting. May not align perfectly with the companies purpose and mission but the voice is consistent and will resonate with the audience. | **15 to >0 pts** **Not Bad** Acceptable creativity. Idea has been executed before, but is still a great idea. | 25 pts |

Total Points: 25

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Copy | **20 pts**<br>**Excellent**<br>Tight copy that's crafted excellently with obvious care and time put into presenting the ideas in a clear, concise and interesting way. | **15 pts**<br>**Good Job**<br>Executions presented clearly but some extra details could help further explain and sell the idea. Or there is room to tighten the copy. | **10 pts**<br>**Not Bad**<br>Ideas presented clearly but with opportunity to grow, which might be indicative of needing a little more effort. | 20 pts |
| Voice | **15 pts**<br>**Excellent**<br>Ideas have an obvious and appropriate voice that breathes life into the executions. Voice strongly reflects brand and will resonate with target audience. | **11 pts**<br>**Good Job**<br>Ideas have a clear and appropriate voice | **8 pts**<br>**Not Bad**<br>Ideas have a clear voice but that voice does not fit the brand. | 15 pts |
| Shareable | **15 pts**<br>**Excellent**<br>Ideas are clearly designed with share ability in mind. You've managed to not only get people to want to read more but to actually share what they've read. They want to tell everybody about this. It might, in fact, be the next viral sensation. We're talking Oreo's revival or Ice Bucket Challenge | **12 pts**<br>**Good Job**<br>Ideas have a strong shareable quality. | **10 pts**<br>**Not Bad**<br>Ideas don't have a strong shareable quality. One or two people might share with a friend, but lacks wide spread appeal | 15 pts |

Total Points: 50

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Copy | **20 pts** **Excellent** Tight copy that's crafted excellently with obvious care and time put into presenting the ideas in a clear, concise and interesting way. | **15 pts** **Good Job** Executions presented clearly but some extra details could help further explain and sell the idea. Or there is room to tighten the copy. | **10 pts** **Not Bad** Ideas presented clearly but with opportunity to grow, which might be indicative of needing a little more effort. | 20 pts |
| Voice | **10 pts** **Excellent** Ideas have an obvious and appropriate voice that breathes life into the executions. Voice strongly reflects brand and will resonate with target audience. | **8 pts** **Good Job** Ideas have a clear and appropriate voice | **8 pts** **Not Bad** Ideas have a clear voice but that voice does not fit the brand. | 10 pts |
| Headline | **15 to >14 pts** **Excellent** Your headline jumps off the page and strikes up a conversation with you. It is authentic, the language speaks directly to your target audience and reflects their culture while staying true to the brand voice. Humor is unforced, the message resonates with relevance and is evocative. | **14 to >10 pts** **Good Job** Your headline is effective. It is authentic, relevant and credible but still has some room to grow. It doesn't exactly reach out and tap you on the arm and command your full attention. | **10 to >0 pts** **Not Bad** Your headline is not bad but there is definite room for growth. The humor may feel forced or the message unnatural. There may be room to tighten it up and speak more conversationally to the audience. | 15 pts |
| Ad Structure | **5 pts** **Excellent** Ad structure follows the format of a basic print ad and includes a headline, subhead, body copy, logo, slogan and sig. | **4 pts** **Good Job** Ad structure follows the format for a basic print ad but is missing one of the required elements. | **2 pts** **Not Bad** Ad structure follows the format for a basic print ad but is missing more than one of the required elements. | 5 pts |
| | | | Total Points: 50 | |

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| Soft Lead | **10 pts** Soft lead that draws the reader into the story. Soft lead based on the interview and not an essay-type lead or created from writer's imagination or speculation. Can include profile subject's name. | **8 pts** Soft lead draws the reader into the story but may be too long or too brief. | **6 pts** Soft lead is used but may not tie directly to the nut graph or may not draw reader into the story. | **0 pts** Uses summary lead or essay-type lead. | 10 pts |
| Nut graph | **5 pts** Usually is second or third graph, following the soft lead. Summarizes the focus of the profile and identifies the person by name (if not done in lead) and includes other relevant information. | **4 pts** Nut graph missing some of the needed story elements. | **3 pts** Nut graph not soon enough in story or poorly worded nut graph. | **0 pts** Nut graph is missing. | 5 pts |
| Story structure | **10 pts** The profile focuses on one aspect of the person throughout the article. Includes relevant, specific details. Emphasis on showing not telling. Answers questions readers would have. Avoids vague, generalized or clichéd language. Story comes full circle, if appropriate. Elements of past, present and future are addressed as needed. | **8 pts** Profile may include one anecdote that doesn't contribute to the focus. | **7 pts** Profile includes information that doesn't contribute to the focus. | **0 pts** Profile written in Q&A format or writer attempts to be too clever or overshadows focus on the profile | 10 pts |
| Writing style | **10 pts** Easily understood writing. Uses active voice when possible. Provides needed context and/or explanation of terms. One or two-sentence graphs. Sentences generally no more than 35 words. | **9 pts** Sentences or paragraphs may be too long. | **7 pts** Writer includes own opinion. | **0 pts** Does not follow journalistic writing style. | 10 pts |

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| Quotes and paraphrases and attribution | **10 pts** Uses a minimum of five relevant, effective quotes. Also makes good use of paraphrasing. Quotes and paraphrases are appropriately introduced and used in context. Story ends with a kicker quote or paraphrase. Attribution included as needed. Most of attribution is "said" except in unusual situations. | **8 pts** Includes only four quotes. Includes one of the five quotes that doesn't contribute significantly to the profile's focus. May over or under attribute. | **7 pts** Includes only three quotes or includes two quotes that don't contribute significantly to the profile's focus. May over or under attribute. | **0 pts** Includes only one or two quotes or the majority of quotes do not contribute significantly to the profile's focus. | 10 pts |
| Writing Mechanics Spelling, grammar , punctuation and AP style use | **5 pts** No spelling, grammar or punctuation errors. | **4 pts** Only one spelling, grammar or punctuation error. (8) | **3 pts** Two spelling, grammar or punctuation errors. | **0 pts** Three or more spelling, grammar or punctuation errors. | 5 pts |

Total Points: 50

Workshop Writing Assignments
*Branded Content: Website + blog*

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| Web Article or Post | **30 pts** Tight copy and effective writing without repeating info. Short sentences and short paragraphs. Includes at least two relevant links in each post. | **20 pts** Effective writing without repeating info with some opportunity to tighten it up. Short sentences and short paragraphs. Includes only one relevant link. | **10 pts** Post not well written. Opportunity to tighten copy. Sentences and/or paragraphs too long or too short. Lacks a relevant link. | **0 pts** No Marks | 30 pts |
| SEO Potential | **10 pts** Title/headline of posts has SEO potential. Post has at least three relevant tags. | **8 pts** Title/headline of post has SEO potential. Post has only one relevant tag. | **5 pts** Title/headline of posts do not have SEO potential. No tags or tags without SEO. | **0 pts** No Marks | 10 pts |
| Writing Mechanics Five points will be deducted for each mechanics error. | **10 pts** No spelling, grammar or punctuation errors. | **8 pts** No more than two spelling, grammar or punctuation error. | **5 pts** No more than three spelling, grammar or punctuation errors. | **3 pts** No more than four spelling, grammar or punctuation errors. | **0 pts** Five or more spelling, grammar or punctuation errors. | 10 pts |

| | Total Points: 50 |
|---|---|

Workshop Writing Assignments
*Personal Branding: Cover Letters*

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| Format/Appearance | **10 pts** <br> **Follows business letter writing format. Includes all parts – date, header (that includes your contact information), salutation, body of letter, signature. Body of letter is single-spaced with double-spacing between paragraphs.** | **8 pts** <br> **Generally follows business letter format but may be missing one or two parts of the letter components. Some errors in spacing.** | **6 pts** <br> **Letter is missing several part of the letter components. Does not follow business letter spacing guidelines.** | **0 pts** <br> **No marks** | 10 pts |
| Knowledge of business/organization | **5 pts** <br> **Letter demonstrates that writer has "done homework" to know the organization. Use of specific info that smoothly fits into letter. Can include personal experience.** | **4 pts** <br> **Letter demonstrates writer knows organization but may sound more like a report.** | **3 pts** <br> **Letter does not demonstrate that the writer knows the organization.** | **0 pts** <br> **No marks** | 5 pts |

| | | | | | |
|---|---|---|---|---|---|
| Content of letter | **15 pts**<br>**Includes first paragraph with opening to letter, 2-3 paragraphs about what the writer brings to organization.** | **14 pts**<br>**Includes most sections but may be missing one, such as skills. A few errors in reverse chronological order. May be missing specifics in some sections.** | **11 pts**<br>**Missing sections. Errors in order of sections. Lacks specifics in sections.** | **0 pts**<br>**No marks** | 15 pts |
| Closing paragraph | **10 pts**<br>**Indicates a desire to follow up from letter and provides contact information, typically email or phone.** | **8 pts**<br>**May be missing contact information.** | **6 pts**<br>**May end letter abruptly. May not include contact information.** | **0 pts**<br>**No marks** | 10 pts |
| Writing Mechanics | **10 pts**<br>**No spelling, grammar, or punctuation errors; proper use of paragraphs; proper sentence structure.** | **8 pts**<br>**3 or fewer writing errors; some sentences could be written more clearly; occasional slang used.** | **6 pts**<br>**Contains many writing errors; writing errors inhibit clarity** | **0 pts**<br>**No marks** | 10 pts |
| | | | | | Total Points: 50 |

Workshop Writing Assignments
*Personal Branding: Resume*

| Criteria | Ratings | | | Pts |
| --- | --- | --- | --- | --- |
| **Fomat/Appearance**<br>Business-appropriate. Organization is apparent. Formatting is consistent. It is 1 to 2 pages. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Contact information**<br>Is prominent, at the top of the page, is large, easy-to-read and clear. Appropriate email address. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Summary**<br>Provide brief highlights of work and personal qualities | 10 pts<br>Excellent | 8 pts<br>Good | 3 pts<br>Not Bad | 10 pts |
| **Education/ Experience**<br>Is in reverse chronological order. Is up-to-date. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Experience**<br>Can be one section or divided into specific kinds of experience. Includes work, media and volunteer experience and, in some cases, travel experience. Concise, specific duties and details included. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Special skills**<br>Includes specific skills that could be relevant to employers. Two major categories are computer skills (list specific software) and language ability. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Honors and awards**<br>Selective listing. Should provide insight into your leadership and accomplishments. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **Activities**<br>Selected to match job you are applying to. May be omitted if not relevant. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |
| **References**<br>Includes two people, their titles and contact information. They are not family members and are appropriate for the job you are applying for. At least one should be an academic or work reference. | 5 pts<br>Excellent | 4 pts<br>Good | 3 pts<br>Not Bad | 5 pts |

Total Points: 50