



**Institutional Partnerships Program
Annual Progress Report¹
Due April 30, 2004**



INTRODUCTION

USAID uses this material to report its development results to Congress. Your contribution of data is critical to Congress's understanding of development and the future funding of such programs. This information forms the basis of ALO's dissemination of partnership results to USAID and other donor organizations and is communicated throughout the higher education community.

Partnership Title: Media Relations for Science Reporting and Environmental Advocacy: Facilitating Higher Education Leadership and Administration at Gorno-Altai State University

Development Field/Sector: higher education leadership and administrative transformation

Lead U.S. Institution(s): Kansas State University

Host Country(ies): Russian Federation

Lead Host Country Partner Institution(s): Gorno-Altai State University

U.S. Partnership Director(s): Larry Erickson and Jackie Spears

Host Country Partnership Director(s): Victor Lukyanenko

Host Country/Region USAID Mission Contact: Carol Peirstorff

Partnership Web Site (if any): <http://www.engg.ksu.edu/HSRC/international/altai.html>

Period Covered by this Report: *October 1, 2003-March 31, 2004.* (If the partnership started after October 1, 2003, then please change the preceding date accordingly.)

¹ Revised March 29, 2004

INSTRUCTIONS

- As feasible, ensure that both the U.S. and overseas partners are involved in the writing of this report. It is the lead U.S. institution's responsibility to submit this report by the due date to ALO.
- Please include as much information as necessary to fully answer the questions. The boxes below expand.
- Mail or e-mail the completed report to your primary contact at ALO by April 30, 2004.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

QUALITATIVE ANALYSIS

1.	<p>In <u>one or two sentences</u>, state the overall objective of this higher education partnership and its intended development results.</p> <p>The goals of this project are to jointly design a journalism and media relations curriculum focusing on science reporting and environmental advocacy, create a model for professional internships for university students from underserved groups, and improve GASU's capacity for media relations. The proposed project will result in the improvement and extension of university course offerings through the use of information technology applications, increased access to higher education for under-served groups, development of a continuing education program to address local needs, and establishment of an internship program.</p>
2.	<p>In approximately <u>200 words</u>, describe the development issue(s) the partnership addresses and the most noteworthy development outcomes that have occurred during the reporting period, whether intended or unintended, and their significance.</p> <p>In most journalism schools, the teaching of writing for and about scientific and/or technical subjects, including environmental issues, is frequently omitted because of a prevailing attitude that such writing is "technical writing" and not journalism. As democracies around the world wrestle with increasingly technical political issues, the ability of journalists to grasp and translate technical and scientific subjects is gaining greater importance.</p> <p>The need for increased public understanding of science and technology is equally great in Russia. This is particularly true of environmental issues, since effective environmental management is key to Russia's long-term economic growth (USAID Strategy Document, 1999-2005, page 21). Universities such as GASU can foster public understanding of science and technology issues by supporting communication efforts regarding local community and economic development efforts. There is currently no journalism training offered in the Altai Republic, even though writing and communication are taught as part of the Russian and Altai languages and foreign languages departments at GASU.</p> <p>During this project period, KSU redesigned its media relations course to act as a model for GASU. Victor Lukyanenko, dean of languages and director of international programs visited KSU in late October 2003. During this trip, he visited classes on journalism, had several meetings with staff and reporters from the student newspapers of KSU and the University of Kansas to learn how these papers operate.</p>

3.	<p>What activities have the partner institutions undertaken during this reporting period to achieve the stated partnership objectives and development outcomes?</p> <p>a. GASU partner, Victor Lukyanenko, traveled to KSU during October 2003. During this trip, Dr. Lukyanenko participated in and observed journalism and media relations courses, reviewed course materials for use at GASU, and met with representatives of the Huck Boyd Journalism Center and the Office of International Programs. The Huck Boyd Center provides training to journalists in small communities where there is a lack of formally trained journalists and coordinates an internship program for KSU journalism students.</p> <p>b. KSU's public relations writing class was redesigned and focused on the reporting of water quality and other environmental issues in Kansas. Student assignments included writing a press release on the October 2003 earthquakes in the Altai Republic. Materials from the redesigned course were provided to Lukyanenko to use as models for developing a public relations course at GASU.</p> <p>c. GASU partners met with Vladimir Varvanets, a founder of the <i>Post Scriptum</i> newspaper and currently a free lance journalist, who has agreed to participate in the project.</p> <p>d. GASU partners met with Philip Dmitriev, a GASU graduate, who is a film maker. His is interested in meeting with U.S. partners with film making experience.</p> <p>e. GASU partners had meetings with 10th and 11th grade students in the Altai Republic to discuss the current project.</p> <p>f. GASU partners met with students of the GASU languages department to give an update on the project.</p>
4.	<p>How have these activities benefited (or will they ultimately benefit) the U.S. institution(s). How have they benefited the community surrounding the U.S. institution(s)?</p> <p>KSU journalism students have gained exposure and access to international environmental and communication issues. They have also learned about water issues in Kansas and the U.S. through their journalism coursework as a result of this project.</p> <p>KSU's Office of International Programs will develop additional student exchange opportunities with GASU.</p> <p>As detailed in a previous report, the partners worked with a local organization, Friends of the Kaw, in support of this project. As a result of this collaboration, the Friends of the Kaw are developing a partnership with another local organization, the Oak Grove Neighborhood Association, to conduct activities related to increasing public awareness of the health of and access to the Kansas River.</p>
5.	<p>List other collaborating U.S. institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, other higher education institutions, etc.) and describe their involvement in partnership activities during this reporting period.</p> <p>Civil Society Group – Mike Cuenca and Cynthia Annett have worked with project partners to advance the project. Cuenca is a former journalism professor and Annett is a fisheries biologist.</p> <p>Lawrence Journal World– staff reporter, Abby Mills, met with Lukyanenko to share information on U.S. newspapers.</p>
6.	<p>How have these activities contributed to (or do you anticipate will contribute to) development in the host country?</p> <p>Cuenca and Mills will assist the project partners in developing two workshops for journalists in the Altai Republic. Mills will travel to the Altai Republic in summer 2004 to help conduct workshops.</p>

7.	<p>List other collaborating host country institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, other higher education institutions, etc.) and describe their involvement in partnership activities during this reporting period.</p> <p>Vladimir Varvanets, free lance journalist – met with GASU partners and agreed to support and participate in summer 2004 workshops.</p>
8.	<p>How has your partnership strengthened host country higher education institutions during this reporting period?</p> <p>Project activities have strengthened the relationship between GASU and journalists in the Republic. Because of this project, GASU has been able to share information on the work of the university in the areas of the environment and international programs.</p>
9.	<p>Has your partnership informed <i>policy</i> at the institutional, community or national levels in the host country through policy relevant research consultations, analysis, advice and/or direct assistance? (e.g., helped increase the enrollment or participation of underserved students, adopted a policy of service to the community etc.)</p> <p>Yes.</p> <p>If YES, fully describe: The international program at GASU has expanded to include students in the humanities and social sciences, requiring the formalization of the program at an institutional level (previously had been focused on the science department). In particular, by expanding the program to include students in the Altaian language program we have provided a direct link between the Altaian language schools and media outlets and journalism training in the U.S.</p>
10.	<p>Has your partnership conducted collaborative <i>research</i> during this reporting period to address a development problem in the host country?</p> <p>Yes.</p> <p>If YES, fully describe: The partners are working to produce a content analysis of local newspapers. This research will assist the partners in developing workshops and training for local journalists to improve their ability to communicate effectively about environmental and science issues. The information produced by this research will also inform the development of university curriculum.</p>
11.	<p>Has your partnership adapted <i>curricula</i> or introduced methods of instruction relevant to host-country development needs during this reporting period?</p> <p>Yes.</p> <p>If YES, fully describe: KSU has redesigned its media relations course to act as a model for GASU. The new course was offered for the first time during the fall 2003 semester and included a series of lectures by the GASU PI. Selected course materials are attached.</p>
12.	<p>Has your partnership undertaken activities to prepare individuals to participate in the host country's <i>workforce</i>? If YES, do some of these efforts target underserved or disadvantaged groups?</p> <p>Yes.</p> <p>Please fully describe: We are designing courses and an intern program for students interested in journalism, and are creating materials to help working journalists in the host country.</p>
13.	<p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period?</p> <p>Yes.</p> <p>If YES, fully describe: GASU partners made two presentations to high school students about the project.</p>

14.	Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period? No. If YES, fully describe:
15.	Have there been any <i>synergies, serendipities, or human interest stories</i> for the partnership during this reporting period? No. If YES, fully describe:
16.	What <i>challenges</i> has your partnership encountered in carrying out its planned activities during this reporting period? Earthquake activity in the Republic has continued, which has resulted in the disruption of communications between partners.
17.	Outline your partnership's <i>planned activities</i> for the next six months, paying particular attention to achieving stated objectives: 1. GASU partner will travel to Kansas in April 2004 to: a. tour local newspapers b. observe KSU journalism teaching methods c. work on evaluation of project d. meet with KSU journalism and political communication staff e. plan for summer 2004 exchange activities 2. U.S. participants will travel to Altai Republic in April/May 2004 to meet with journalists and prepare for the summer 2004 exchange activities 3. KSU partners will travel to the Altai Republic in July 2004. During this trip, two workshops will be offered for local journalists.

QUANTITATIVE ANALYSIS

		This period (October 1, 2003 - March 31, 2004)	Since beginning of ALO funding
1.	How many exchanges has the partnership supported for host country participants?	Faculty:1 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0 TOTAL:1	Faculty:3 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0 TOTAL:3
	Describe the nature and duration of the exchange(s): In October 2003, Victor Lukyanenko traveled to Kansas to observe KSU journalism teaching methods, meet with KSU journalism outreach program staff, meet with KSU internship program staff, and shadow KSU student newspaper reporter/staff.		
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0 TOTAL:0	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:1 TOTAL:1
	Describe the nature, location, and duration of the exchange(s):		

		This period (October 1, 2003 - March 31, 2004)	Since beginning of ALO funding
3.	How many internships has the partnership supported?	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0 TOTAL:0	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0 TOTAL:0
Describe the nature, location, and duration of the internship(s):			
4.	Approximately how many host country nationals have been trained (formally/informally, short-term/long-term) through partnership activities (e.g., degree programs, certificate programs, seminars, workshops, extension days, etc.)?	Females:40 Males:40 TOTAL:80	Females:152 Males:151 TOTAL:303
Describe the nature, location, and duration of the training:			
2 meetings with high school students (a Republic native high school) to make a presentation on the project: 20 people			
5 meetings with students of GASU languages department to present the results of the October exchange visit and the project: 60 people			
5.	How many times has your partnership consulted/collaborated with a host country government entity/organization?	0	1
List and describe the nature of these consultations/collaborations:			
6.	How many times has your partnership participated in host country government-sponsored panels and/or any other initiatives to inform policy within the host country?	0	1
List and describe the nature of participation in the panels and/or initiatives:			
7.	How many new degree programs has your partnership established?	0	0
Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and describe the program(s):			
8.	Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions?	Estimated total dollar amount:0	Estimated total dollar amount:0
List separately and estimate dollar amounts			

If you have any additional information or comments about your partnership that you would like to share, please do so here:

Appendix A. Media reports and publications

1. (2003, November 28). Friends and neighbors. *Lawrence Journal World*.
<http://ljworld.com/section/citynews/story/153473>.

2. (2004, January). Five years of collaboration and friendship. *University*, 1, 2-3.

This is a publication of GASU. The article focuses on the five year collaboration of GASU and Kansas universities. This newspaper is reach by faculty, students, and the community.

3. Kravtsov, Andrei. (2004, February 4-11). How to reach the top? *Moscow Komsomolets*,6.

This is a regional publication. The article focuses on the international activities of GASU, including the partnership with Kansas universities.

Public Relations Writing

MC 445 • Rec No. 17210

Spring, 2003

TTH 2:30 - 4:20 pm
Kedzie 220

COURSE INSTRUCTOR

Dee Vernberg, Ph.D.
Office: Kedzie 207
Office Hours: WTH 9:30-11:00
or by appointment
Telephone: 532-7064
e-mail: vernberg@ksu.edu

i E-mail is the best way to communicate with me.

Please...If you e-mail me, put a descriptive word or phrase in the subject area.

REQUIRED TEXTS

1. Bivins, T.H. (1999). Public Relations Writing: The essentials of style and format, 4th edition. Lincolnwood, Illinois. NTC/Contemporary Publishing Group.
2. Kessler, L. & McDonald, D. (2004). When Words Collide: A media writers guide to grammar and style, 6th ed. Belmont, California: Wadsworth.
3. McDonald, D. (2004). Exercises for Kessler & McDonald's When Words Collide: A media writers guide to grammar and style, 6th ed. Belmont, California: Wadsworth.
4. Dictionary
5. Associated Style Book.

REQUIRED MATERIALS

Zip 100 disk (MAC format)

REQUIRED ACTIVITY

Canoe trip down the Kansas River.

RECOMMENDED TEXT

Yale, D.R. (2001). The Publicity Handbook. Chicago: McGraw-Hill.

INFORMATION ON COURSE DESIGN & ACTIVITIES

This course is about how to write clear, coherent and persuasive messages for a variety of media and audiences. Course assignments are designed to help students to achieve proficiency in developing image-building messages and in developing strategies to disseminate these messages.

By the end of the semester, you will understand the four elements of public relations writing: purpose, strategy, medium, and style/format.

You will practice these skills by learning about Kansas rivers, and writing about the cultural, economic and political complexities of environmental issues that affect water quality in Kansas and the US.

As you consider these issues, you will learn about the affected parties in this controversy.

After meeting and interviewing some of the local stakeholders, you will demonstrate how they advocate their views on water-related commerce, recreation, and health.

The canoe trip will serve as a newsworthy event and as a way for you to experience the topic you will be writing about this semester. Please make arrangements to attend this activity. If this event conflicts with another class, please let me know so I can help you to obtain an excused absence.

CLASS ATTENDANCE, DUE DATES, AND INCOMPLETES

You are required to attend this class. Ungraded assignments and quizzes CAN NOT BE MADE UP unless the absence is excused by the instructor. Being absent also disrupts the class dynamics.

After six or more unexcused absences, you may be asked to drop this class.

Contact me immediately if you have a MAJOR personal illness or family emergency. If you are on official University business, contact me before and within 24 hours of your absence.

You are responsible for picking up assignments in a timely fashion if you are absent.

Deadlines are critical in public relations work.

Graded assignments are due at the beginning of class. For each weekday an assignment is late, I will deduct 10% from the total points you may earn.

Assignments more than 2 weeks late will NOT be graded and you will earn a zero for the assignment.

In JMC a grade of I (Incomplete) is given to students who have completed nearly all of their course work and have a major medical illness or family emergency at the END of the semester.

COURSE ASSIGNMENTS, QUIZZES AND EXAMS

Graded Assignments	500 Points	
	First attempt	Second attempt
News Release 1	20	30
News Release 2	20	30
Fact Sheet	20	30
Feature Story	20	40
Pitch Letter	20	30
Radio PSA	20	30
Memo	10	15
Media List	----	55
Cover Letter	10	15
Resume	10	15
Portfolio	----	60

Ungraded Assignments	150 Points	Exams and Quizzes	100 Points
Grammar exercises	50	Quizzes	20
News Release Lead	5	Midterm Exam	80
News Release	10		
AP Style	10		
Show, Don't Tell	5		
Feature Lead	5		
Feature Story	5		
Media Advisory	5		
Media Alert			
Canoe Trip	25		
Radio PSA	10		
Media List	10		
Pitch letter	10		

ASSIGNMENT FORMAT, STYLE AND PROCEDURES

Graded Assignments.

Before each assignment, you will receive a cover sheet. This sheet outlines how you will be evaluated and gives important directions for the assignment.

Remember

- ✓ Read cover sheet directions
- ✓ Staple cover sheet to the front of your assignment.

I deduct points if you do not follow directions or do not properly attach cover sheet.

- ✓ Type work with black ink.
- ✓ Make work look professional.
- ✓ Use 8 1/2 x 11 white paper.
- ✓ Avoid sexist/racist language.
- ✓ Do not use expletives in work.
- ✓ Check grammar & spelling.

Unless otherwise stated, please double-space your work and use AP style for abbreviations and word usage.

Ungraded Assignments.

Grammar exercises are due at the beginning of class. You will write other assignments in class. These are designed to help you with graded assignments.

Quiz

The quiz will cover grammar and writing concepts covered in *When Words Collide*. You must attend class to take this quiz.

FINAL COURSE GRADES

Criteria for your final grade:

	Points
90 - 100%	675 - 750 = A
80 - 89.9%	600 - 674 = B
70 - 79.9%	525 - 599 = C
60 - 69.9%	450 - 524 = D
59.9% or lower	≤ 449 = F

Cheating and Plagiarism

Cheating and plagiarism are serious offenses that may be punished by failure on the exam, quiz or assignment; failure in course; and/or expulsion from the university.

Plagiarism is using someone else's material as your own (this includes using someone else's material word for word or using their ideas and presenting them as your own).

On all assignments, quizzes, & exams, the following pledge is implied whether or not stated:

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work".

For more information, see the Honor System web page at: <http://www.ksu.edu/Honor>

Also prohibited is "double-dipping" (using the same paper in classes with minor revisions). If you wish to use a topic for 2 classes discuss this first with your professors.

ACCOMMODATIONS

Any student in this course who has a disability that may prevent him or her from fully demonstrating his/her abilities should contact me **no later than 10 days** into this semester so we can discuss accommodations to ensure full participation and facilitate the educational opportunity.

INSTRUCTOR'S TEACHING PHILOSOPHY

1. Students have an important role in their own learning.
You are
 - expected to be a self-starter and problem-solver.
 - encouraged to ask questions in class or during office hours.
 - expected to be prepared for class.
2. What students observe and learn independently or collaboratively is more powerful than information given to them by someone such as an instructor.

You will learn to be a better PR writer by
 - Rewriting and revising assignments.
 - Participating in class exercises and peer editing.
3. The instructor's role is to provide guidance and a forum for learning to take place.
4. The following community principles underlie how we make the classroom conducive to learning.

<input type="radio"/> Preparedness	<input type="radio"/> Respect
<input type="radio"/> Attendance	<input type="radio"/> Tolerance
<input type="radio"/> Promptness	<input type="radio"/> Collaboration
5. One important measure of success in this class is IMPROVEMENT.

REQUESTS

PLEASE.....

- Inform me at the beginning of class if you must leave early.
- Do NOT use the computers in class for other class assignments or for personal e-mail.
- At the beginning of class, sit at the table not at the computers.

SUCCESS IN COURSE

I want you to succeed in this course. Hard work and perseverance will ensure your success. The following strategies also will help:

- Take notes in class.
- Be a consumer of the media.
- Read.
- Thoughtfully edit your work.
- Hand in work on time.
- Ask for help.

TENTATIVE COURSE SCHEDULE

The instructor will announce any schedule changes during class or on the class web site.
You are responsible for all announced changes.

Month	Day	Date	Readings	Homework In-class work	Graded Assignments
August	TH	21		Syllabus, Introductions, K-State online	
	T	26	Bivins, Ch. 1,2,15, pp. 53-59 Kessler, Ch. 1	News articles about river	
	TH	28	Bivins, Ch. 6 Kessler, Ch. 2, 3, 10, Part 2	Exercises 2, 10, 23, 26, 27 10 points News Release Lead 5 points Charles Benjamin - Sierra Club	
September	T	2	Kessler, Ch. 4, 5, 11	Exercises 3, 4, 5, 6, 11 10 points News Release Ex. 28 10 points	
	TH	4	Kessler, Ch. 6, 7, 8	Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 10 points	News Release 1 20 points

TENTATIVE COURSE SCHEDULE

Month	Day	Readings	Homework In-class work	Graded Assignments
September	T 9	Kessler, Ch. 9, 12, 13	Exercises 19, 20, 21, 22, 25 12.5 points	
	TH 11		Quiz on Exercise 30	
	TH 28	Bivins, Ch. 6 Kessler, Ch. 2, 3, 10, Part 2	Exercises 2, 10, 23, 26, 27 12.5 points News Release Lead 5 points	
September	T 2	Kessler, Ch. 4, 5, 11	Exercises 3, 4, 5, 6, 11 12.5 points News Release Ex. 28 10 points	
	TH 4	Kessler, Ch. 6, 7, 8	Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 12.5 points	News Release 1 20 points

TENTATIVE COURSE SCHEDULE

Month	Day	Date	Readings	Homework In-class work	Graded Assignments
October	TH	30		Midterm review	Memo 15 points PSA 20 points
November	T	4		Midterm 75 points	
	TH	6	Bivins, Ch.5	Media List 10 points	PSA 30 points
	T	11		Work on media list	News Release 2 30 points
	TH	13		Work on media list	
	T	18		Examine potential internships Portfolio	Media list 55 points
	TH	20	No Class		
	T	25			
	TH	27	No Class Thanksgiving		
December	T	2		Work on Cover letter Work on Resume Portfolio	
	TH	4		Work on portfolio	Cover letter 10 points Resume 10 points
	T	9		Work on portfolio	Cover letter 15 points Resume 15 points
	TH	11		Work on portfolio	
	T	16		Work on portfolio	
	T	18			Portfolio 60 points

Fact Sheet Assignment

Design a fact sheet that could accompany your news release 2. Be sure and use headings for your facts and include a broad perspective so that a reporter not familiar with cryptosporidiosis or the parasite, cryptosporidium could write several articles about the recent outbreak in Riley County IF the outbreak gets worse. If the outbreak is contained, this reporter may want to write a feature/health story with some of the information you give in your fact sheet about the outbreak in Milwaukee or the recent outbreak in Douglas, Shawnee, and Wyandotte counties.

Remember to think strategically. DO NOT include facts in your news release2. Include facts that could be used in future stories or useful in giving the reporter a historical perspective or a better understanding of the characteristics of the parasite, the severity of the illness and the challenges of containing outbreaks and communicating effectively with the public about this infection (e.g., you don't want unintentionally to stigmatize people who get sick).

In Class fact sheet assignment

10 points

Fact sheets

Uses

- Provide information on issue or an organization.
 - May be used later to write another news article or feature story.
 - Often included in press kit.
 - Create fact sheets for crisis kit
- May be used to provide information that can not be included in a news release or pitch letter. *For example, you may develop a fact sheet that includes a historical perspective, anecdotes or a list of additional facts.*
- May be sent to the media instead of a news release.

Format

- May be one or two pages long.
- Should be well written, have short sentences or paragraphs, and wide margins (sometimes descriptive headers are placed in the left margin or centered). Think about what you are publicizing.
- The name, telephone number, e-mail address and web page address of a contact person should be at the top of your fact sheet.
- Each page should end with a completed paragraph and MORE typed several times across the bottom of the page. The last page should end with ### typed across the bottom.

Assignment

Design a fact sheet that could accompany your news release 1. Be sure and use headings for your facts and include a broad perspective about why someone might care about rivers in Manhattan or Kansas.

Cover Sheet for Fact Sheet

Name _____

First attempt

Second attempt

Due date _____

Due date _____

Date turned in _____

Date turned in _____

Points / 20

Points / 30

Evaluation Criteria	Poor	Average	Good	Excellent	Comments
Staple cover sheet to work					
Appropriate format and spacing					
Descriptive heading					
Descriptive subheadings					
Relevant facts for subheadings					
Use of white space and visual cues					
Written concisely					
Grammar					
Spelling					
Relevant facts for future news stories or fully understanding of issue					
Use of "it is, there are"					

News Release 1
MC 445
Fall, 2003

Suppose you are the PR intern for the Kaw Valley Heritage Alliance. You have been assigned to write a press release to publicize the *Little Apple River Festival* scheduled for October 4. This festival will take place on the Kanza Prairie. The KAW Valley Heritage Alliance is one of sponsors of this festival and similar festivals this September and October. Details on the Little Apple festival can be found on the web at <http://www.surfmanhattan.net/larf/>
Information on the KAW Valley Heritage Alliance can be found on the web at <http://www.kva.org>

You will be submitting this press release to the Manhattan Mercury. Your goal is to convince Deb Whitson at the Manhattan Mercury to either print your press release as is or to put the information about the festival in the calendar section of the paper and to cover this event which will result in a larger story after the fact.

Ideally, you would like your press release to result in publicity that will convince people to attend this event. You will focus on the local festival but also would like to communicate that these activities are part of a larger effort to develop recognition and encourage sustainability of the unique natural environment around the Kansas River.

You should include a quote from one of the celebrities participating in the festival. For example, T.J. Hittle might say something like, "We are looking forward to a great week-end and a chance to raise awareness of the natural history of this area and challenges that face the rivers and watersheds in Kansas".

News Release 2

Suppose you are the spokesperson for the Riley County Health Department. Your supervisor has informed you that 30 people in Riley County have been diagnosed with cryptosporidiosis. You know about a recent outbreak of cryptosporidiosis in Shawnee, Douglas, and Wyandotte Counties (see link on webpage). At this time, you don't know the source of this outbreak. Given the relatively small number of cases, you don't suspect municipal water contamination. Since the ages of the infected people range from 12-55 years old, you suspect recreational sources such as swimming pools, rivers, lakes, streams, Jacuzzis or food sources. Your job is to inform the public of the outbreak and to give information about how people can protect themselves. You also don't want this infection to spread to day care centers. Part of your message is to reassure the public that the Riley County Health Department is aggressively pursuing this issue with the state epidemiologists at State Health Department (KDHE), officials in the Riley County Schools and KSU, and the City of Manhattan water treatment plant.

Please write a press release to the Manhattan Mercury. For research, please look at the links listed below.

<http://www.nal.usda.gov/wqic/cornell.html>

<http://biology.kenyon.edu/slouc/bio38/hannahs/crypto.htm>

<http://www.cbc.ca/news/indepth/background/cryptosporidium.html>

<http://www.ljworld.com/section/frontpage/story/145391>

also search the Lawrence Journal World website for stories on cryptosporidiosis

link on K-State online website

Pitch Letter Assignment

Suppose you are coordinating publicity for the first ever KSU delegation to Siberia. Participants from Biological and Agricultural Engineering, Chemical Engineering, Biochemistry and Journalism will be visiting Siberia during the summer to work with Russian colleagues on NSF (National Science Foundation) and ALO/USAID (The Association Liaison Office for University Cooperation in Development/United States Agency for International Development) grants. Russian colleagues work at the Gorno-Altai State University (GASU) in the Altai Republic in the Russian Federation of States. One of the Russian colleagues, Dr. Victor Lukyanenko, is coming to K-State October 20 for three weeks to collaborate with colleagues on the ALO/USAID grant. This grant supports the following US/Russia strategic objectives: 1) more effective management of environmental resources to support economic growth and 2) development of a more open participatory society.

The ALO/USAID grant will focus on meeting the above objectives by improving GASU's capacity for media relations and providing a public relations model for scientific reporting and environmental advocacy. You know that the Altai Republic has no journalism or public relations education. Victor Lukyanenko would like to develop resources to help GASU to improve its student newspaper and media relations. Victor is coming to K-State to meet and work with Dee Vernberg and her students at the A.Q. Miller School of Journalism and Mass Communication.

Victor Lukyanenko is Dean of Foreign Languages and Head of International Programs at GASU. He has extensive experience in Russian-English translation and serves in the role of chief interpreter for the government of the Altai Republic. Lukyanenko will act as a partner and liaison between partners and local journalists and will guide the development of deliverables.

You immediately see some newsworthy angles for this project (what are they?), but you would like to have some fun. You decide to create news (an event) to publicize the A.Q. Miller School of Journalism and Mass Communication's involvement in this USAID grant. You also would like to give Lukyanenko an opportunity to talk about environmental issues in Siberia and Kansas, the Kansas delegation that will be traveling to Siberia and his interest in scientific reporting. Since Lukyanenko is fluent in English, is personable and would like to get an insiders view of a student newspaper, you are going to write a pitch letter to the Editor of the Collegian. You are going to propose in this letter that Lukyanenko follow a student reporter around part of one day and write an article for the Collegian. This student reporter essentially will teach a University Dean about writing articles for a University newspaper. This event (writing the article for the Collegian) also becomes a story.

To adequately target the Collegian, you must be a media consumer. Do you read the Collegian? What do you know about the person you are writing to that may help you to develop an appropriate persuasive argument? Is your topic appropriate? Why?

In many ways, you have to play midwife to your own media success. Spoonfeeding information to the media and doing their work for them not only endears you to them but also increases the chances they'll go to bat for you.

PSA Assignment

During 2003, the EPA is featuring specific topics to celebrate 30 years of the Clean Water Act. The topic for November and December, 2003 is **source water protection**.

The EPA has contracted with you to produce PSA's that can be distributed in Kansas. Your first project is to produce a PSA targeted to 18-54 year olds and appropriate for the Manhattan, Kansas area. A key phrase used in this PSA is "Protect Water for Life".

Your goal is to **increase public awareness of how each person can prevent or limit contamination of streams, rivers, lakes or underground aquifers** which are used to supply private wells and public drinking water. Topics you might focus on include:

reducing the amount of trash you create, recycle used oil, or keeping pollutants away from waterways.

You will write a 20-second AND a 30-second PSA addressing this issue.

For this assignment, you may want to refer to the following websites for information. You may use other information as well. This information will help you understand the issues.

Remember, don't put too many facts in your PSA!

EPA websites

<http://www.epa.gov/safewater/protect.html>

<http://www.epa.gov/water/yearofcleanwater/month.html>

Recycling oil

<http://www.pride-net.com/recycle/oil.htm>

<http://www.tnrcc.state.tx.us/admin/topdoc/gi/007.pdf>

<http://www.newtonkansas.com/dep/san/page10.html>

Trash recycling and reduction

<http://www.ianr.unl.edu/pubs/wastemgt/nf196.htm>

<http://www.ianr.unl.edu/pubs/wastemgt/nf196.htm>

<http://www.marc.org/environment/usedoil-2.htm>

<http://www.earth911.org/master.asp?s=ls&a=Recycle&cat=1&serviceid=>

<http://www.recycle.com/reduce.html>

http://www.sedgwick.gov/environment/trash_study.html

<http://www.kdhe.state.ks.us/kdsi/>

Keeping pollutants from waterways

<http://www.kansasriver.com/keeper.htm>

<http://www.kansasriver.com/report.htm>

How can you prepare for this PSA?

Good PR professionals are consumers of the media. Just as you should read the print media before you try to influence what the events or issues they cover, you should look at and listen to PSA's before you write them. You can find a number of PSA on the Internet (you must have sound to appreciate them). As you listen, note the sentence structure and length, the choice of words; techniques used to capture the listener's attention, ways to create a picture in the listeners mind, and ask yourself how the message might motivate a person to act or care about an issue.

You might try looking at the Ad Council for samples of radio psa's

The Green PSA's are funny!

http://www.adcouncil.org/campaigns/Colon_Cancer_Detection_and_Prevention/
http://www.adcouncil.org/campaigns/Get_Green/
http://www.adcouncil.org/orgs/US_Environmental_Protection_Agency/

Instructions for PSA Assignment

Be sure and read your Bivins text before you complete this assignment

Topic: source water protection

Focus on one of these issues: reducing the amount of trash created (recycling paper, glass, etc.), recycle used oil, or keeping pollutants away from waterways.

Your PSA's

- A. You will write two PSA's - one 20 second and one 30 second
- B. Write these PSA's to be pre-recorded using techniques such as sound effects, music beds, multiple talent, sound fades and dissolves, and changes in scene.

Formatting rules for PSA

- A. Head your spot with the originating agency (EPA), its address and telephone number.
- B. Title your spot and give the length at the beginning, not at the end.
- C. In jobs or internships, you may write several PSA's on a page. **For this class**, please write each PSA on a separate sheet stapled to its cover sheet.
- D. Type the PSA using upper and lower case letters and double space your text.
- E. Put directions for music and talent in parentheses.

Tips for writing and editing your PSA's

- A. Write for the ear (see When Words Collide & Bivins text)
- B. Open with an attention-getting device - interesting piece of audio, a celebrity, etc. Be creative and think outside the box!
- C. Choose a style
 - a. "Slice of life" produce a mini drama that present situation anyone might experience.
 - b. Jingle approach - music and words combined to make message memorable, identifiable and entertaining.
 - c. Humorous approach
 - d. Testimonial approach
- D. Identify the key ideas and phrases repeated in PSA.
- E. Have someone read you your finished PSA out loud. Is the message clear and easy to follow? Verify the mental images you evoke in a logical, easy-to-follow sequence. What words need to be changed, eliminated or rearranged? Build excitement and drama but drive home your message. Repeat your message as many times as you can in time allotted.
- F. Write your 30-second PSA first. Edit your 30-second PSA to create your 20-second PSA.