



**Institutional Partnerships Program  
Annual Progress Report<sup>1</sup>  
Due October 31, 2004**



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## 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  
E-mail: Erickson: [lerick@ksu.edu](mailto:lerick@ksu.edu)/Spears: [jdspears@ksu.edu](mailto:jdspears@ksu.edu)

**Host Country Partnership Director(s):** Victor Lukyanenko  
E-mail: [flf@gasu.ru](mailto:flf@gasu.ru) or [office@gasu.ru](mailto:office@gasu.ru)

**Host Country/Region USAID Mission Contact:** Nikita Pisnyachevsky

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

**Period Covered by this Report: October 1, 2003 – September 30, 2004.** (If the partnership started after October 1, 2003, then please change the preceding date accordingly.)

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<sup>1</sup> Revised September 30, 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 October 31, 2004.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

## **PARTNERSHIP PROFILE**

In approximately 250 words, please provide an executive summary of your higher education partnership, describing the key development issue(s) it addresses, its overall objectives, primary activities, anticipated and unanticipated development outcomes, successes, and challenges to date. The information you provide will be particularly valuable for us in our dissemination efforts to USAID and the higher education community through print and on-line publications.

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. 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 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.

Several exchange visits have occurred during this project. GASU representatives visited Kansas in October 2003 and April 2004 to participate in and observe journalism and media relations courses, review course materials for use at GASU, and meet with representatives of relevant departments and organizations related to project objectives. U.S. partners traveled to the Altai Republic in October 2003, April/May 2004, and July 2004 to work with local journalists and GASU partners on developing and delivering workshops for journalists and curriculum development activities.

These activities increase GASU's capacity to provide continuing education for working journalists and to train future journalists. GASU is also increasing its capacity to host foreign students. Providing continuing education for journalists will improve the quality of news reporting. 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.

## QUALITATIVE ANALYSIS

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| 1. | <p>In <u>one or two sentences</u>, state the overall objective of your 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 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>What activities have the partner institutions undertaken during <u>this reporting period</u> to achieve the stated partnership objectives and development outcomes?</p> <ol style="list-style-type: none"><li>a. GASU partner, Victor Lukyanenko, traveled to KSU during October 2003 and April 2004. During these trips, 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, the Office of International Programs, and the Speech Communication Department. 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.</li><li>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.</li><li>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.</li><li>d. GASU partners met with Philip Dmitriev, a GASU graduate, who is a film maker. He is interested in meeting with U.S. partners with film making experience.</li><li>e. GASU partners had meetings with 10<sup>th</sup> and 11<sup>th</sup> grade students in the Altai Republic to discuss the current project.</li><li>f. GASU partners met with students of the GASU languages department to give an update on the project.</li><li>g. In April/May 2004, a representative from the U.S. partners traveled to the Altai Republic. During this trip, meetings were held with journalists about the project and they were involved in planning a subsequent workshop for journalists.</li><li>h. GASU and U.S. partners made presentations on the project to English language students at the Altaian Lyceum and GASU.</li><li>i. In April 2004, GASU and U.S. partners met with the USAID mission in Moscow. Victor Lukyanenko and Cynthia Annett presented an hour long seminar on the exchange, including a short documentary made of previous exchange trips. The USAID Mission Director and his staff (approximately 15 people) attended the presentation and an hour-long discussion which followed.</li><li>j. In July 2004, U.S. partners traveled to the Altai Republic. GASU and KSU jointly gave a workshop for journalists and exchanged information on U.S. and Russian media practices. On July 14, 2004, Dee Vernburg, assistant professor of journalism and mass communication at Kansas State University, and Abby Mills, staff writer for the <i>Lawrence Journal-World</i> and undergraduate journalism student at the University of Kansas, conducted a journalism workshop with representatives of both print and broadcast media from the Altai Republic. The workshop aimed to share basic knowledge of American journalism, especially student and environmental</li></ol> |

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|    | <p>journalism, with Russian journalists and to assess the status of environmental journalism in the Altai Republic.</p> <p>Mills conducted a design analysis of local Altai papers and used that information to compare and contrast design options in the U.S. and the Altai Republic. She began the workshop with a basic overview of how newspapers are put together in the United States and showed examples of both student and professional newspapers. Vernberg then discussed how American journalists report environmental news using a story covered by the Lawrence Journal-World of a disease outbreak in Douglas County, Kansas, as a model.</p> <p>The workshop ended with a question period, when the Americans asked the Russian journalists to describe their own news operations. The journalists discussed the similar nature of environmental journalism in both countries, with journalists focusing on ecological events or disasters and relying heavily on non-governmental organizations for information on more general coverage of environmental news. Topics discussed included: newspaper organization, story organization, advertising, and environmental journalism.</p> <p>k. Abby Mills, a Kansas journalist and University of Kansas student was awarded an undergraduate National Security Education Program fellowship. She is spending a year in Russia to study journalism. She is currently in the Altai Republic involved in exchanging information on Russian and U.S. media issues. Mills is the first international student GASU has hosted.</p> <p>l. Mills and Lukyanenko made three presentations to GASU English language classes to present information on the partnership and journalism workshops.</p> <p>m. In September, GASU partners gave a presentation to incoming university students on the partnership and the current project.</p> <p>n. Partnership representatives attended the ALO annual conference in August 2004. A video documentary of the project was presented.</p> |
| 3. | <p>How have these activities strengthened (or will they ultimately strengthen) the capacity of the lead host country higher education institution(s)?</p> <p>These activities increase GASU's capacity to provide continuing education for working journalists and to train future journalists. Victor Lukyanenko, Dean of the Foreign Language Program at GASU, has had the opportunity to team teach courses in communication and journalism at KSU. He was provided with course materials to use as a template in his own program.</p> <p>GASU is also increasing its capacity to host foreign students.</p>   |
| 4. | <p>How have these activities benefited the local host country community?</p> <p>Providing continuing education for journalists will improve the quality of news reporting. 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> <p>Students in the English Language program at GASU have had opportunities to work with native English speakers, something that is not otherwise available in that region. U.S. project participants have regularly lectured in GASU English classes on topics such as media relations, the structure of U.S. higher education programs, and cultural diversity in the U.S. Directly as a result of this project, Abby Mills, a journalist who has worked for the Lawrence-Journal World and is a journalism/Russian major at the University of Kansas, is in residence at GASU for the fall 2004 semester. Mills is conducting workshops and discussion groups for GASU students in journalism and engaging in Russian and English language tutorials with GASU foreign language students.</p>   |
| 5. | <p>How have these activities benefited (or will they ultimately benefit) the lead U.S. institution(s) and the local U.S. community?</p>   |

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|    | <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 faculty gained international experiences and intercultural communication skills that will enrich their future professional activities.</p> <p>KSU's Office of International Programs will develop additional student exchange opportunities with GASU. Summer 2005 is the target for a KSU student exchange trip to the Altai Republic</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>   |
| 6. | <p>List other collaborating U.S. and 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>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. During this period, they produced a short video documentary on the project, which was presented at the Annual ALO conference in August 2004.</p> <p>Lawrence Journal World– staff reporter, Abby Mills, met with Lukyanenko to share information on U.S. newspapers. This led to Mills' NSEP award.</p> <p>Vladimir Varvanets, free lance journalist – met with GASU partners and agreed to support and participate in summer 2004 workshops.</p> <p>Gorny Altai (State Television Radio Company) – Reporters Lyubov Ivashkina and Cheinesh Nasheva participated in July 2004 workshop.</p> <p>Altai State University (Barnaul) – Journalism student Olga Yaytynova participated in July 2004 workshop.</p> <p>Zvezda Altaya (newspaper) – reporter Vladimir Shadrin and chief of the environmental department Nina Popova participated in July 2004 workshop.</p> <p>University of Kansas - Victor Lukyanenko toured the student run newspaper, the University Daily Kansan, and spoke both student reporters and advertising employees about how the newspaper operates on a day to day basis. He also met with Malcolm Gibson, faculty advisor to the Kansan, to discuss the role that student newspapers play in journalism education</p> <p>Lukyanenko also toured the Kansas State University student-run newspaper.</p> |
| 7. | <p>What have been your partnership's greatest <i>successes</i> during this reporting period? Has your partnership also experienced any <u>unanticipated</u> successes?</p> <p>Yes.</p> <p>If YES, please fully describe:</p>  |

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|     | <p>Unanticipated successes include the formation of a new institute at Kansas State University. The Institute for Civil Discourse and Democracy (<a href="http://www.ksu.edu/sctd/icdd/index.html">http://www.ksu.edu/sctd/icdd/index.html</a>) was founded after faculty in the Speech Communication department met with Victor Lukyanenko during his April 2004 visit.</p> <p>Two project participants received funds to further collaborate with GASU. Abby Mills, KU undergraduate and Lawrence journalist, was awarded an undergraduate NSEP to spend 9 months in Russia. She is currently spending the fall semester at GASU. Wendy Griswold, KSU staff and graduate student, received a Boren fellowship to conduct pre-dissertation research in the Altai Republic. She will examine the role of adult education in the Republic's transition to democracy. She will spend Summer 2005 in the Altai Republic.</p> <p>Another unanticipated success is that KSU has developed a partnership with the National Agricultural University of the Ukraine. U.S. partners met with Dr. Valentina Pidlisnyuk, professor and head of the agroecology department at NAUU. U.S. partners will facilitate the meeting of NAUU and GASU representatives with the goal of transferring projects and lessons learned from GASU to NAUU.</p> <p>A Native American student participating in an NSF-sponsored Undergraduate Mentoring in Environmental Biology program at KU, Heidi Mehl, was able to travel with the ALO-sponsored U.S. team and participate in journalism workshops at GASU. As a result she was able to learn ways to use her background in environmental sciences to work with international journalists.</p> <p>During the Fall 2003 visit of GASU representatives to Kansas we were able to arrange a visit by Martín Almada, head of a human rights NGO that specializes in providing solar ovens to remote indigenous villages in the Chaco of Paraguay. Drs. Lukyanenko and Almada negotiated a memorandum of understanding between GASU and Dr. Almada's organization. During the Spring 2004 visit of U.S. representatives to Altai, Drs. Lukyanenko and Cynthia Annett presented the MOU and a Paraguayan flag to the Rector of GASU. We will continue to facilitate technology transfer between Dr. Almada's organization and villages in the Altai Republic.</p> |
| 8.  | <p>Has your partnership encountered any <i>challenges</i> during this reporting period?<br/> Yes.<br/> If YES, please fully describe:<br/> In October 2003, a series of powerful earthquakes struck the Altai Republic. Earthquake activity in the Republic has continued, which has resulted in the disruption of communications between partners.</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.)?<br/> Yes.<br/> If YES, please fully describe:<br/> 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</p>  |

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|     | <p>development problem in the host country?<br/> Yes.<br/> If YES, please fully describe:<br/> 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?<br/> Yes.<br/> If YES, please fully describe:<br/> 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 for participation in the host country's <i>workforce</i>?<br/> Yes.<br/> If YES, are some of these efforts targeted to underserved or disadvantaged groups? Please fully describe:<br/> We are designing curriculum and an intern program for students interested in journalism, and are creating materials to help working journalists in the host country. A workshop was offered to working journalists during July 2004. The population of the Altai Republic is 30% indigenous Altaian. This population is represented proportionately at GASU and there are many indigenous Altaian reporters and newspapers printed in the Altaian language.<br/> One of the participants in the summer exchange, Abby Mills, is currently in residence at GASU on an NSEP fellowship. Mills was an intern at the Lawrence Journal World during her undergraduate education at the KU School of Journalism and is providing GASU partners with examples of her experience as an intern. Mills previously hosted GASU partner representatives on a tour of the KU student-run newspaper.</p> |
| 13. | <p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period?<br/> Yes.<br/> If YES, please fully describe:<br/> GASU partners made two presentations to high school students about the project.<br/> During a May 2004 visit by a U.S. partner, a joint presentation on the project was given to English Language students at the Altaian Lyceum.<br/> Partners jointly conducted a workshop for journalists in July 2004.</p>   |
| 14. | <p>Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period?<br/> Yes<br/> If YES, please fully describe:<br/> Ecotourism is a primary economic development activity in the Altai Republic. Ecotourism is directly dependent upon public perceptions of environmental quality. Our work to improve the reporting of environmental issues can help to avoid dissemination of misinformation or</p>   |

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|     | exaggerated reports of public health concerns, as has been common in the media. By linking journalists directly to scientists and health experts at GASU we hope to improve the quality of information provided to journalists.   |
| 15. | <p>How has information about your partnership been disseminated during this reporting period? As appropriate, please provide ALO with samples of the following as attachments to this report:</p> <ul style="list-style-type: none"> <li>• Articles published in the campus, local, national, or international media</li> <li>• Features in any other media (radio, television, Internet, etc.)</li> <li>• Research papers published or presented</li> <li>• Video or DVD productions</li> <li>• Photographs that may be used in future ALO publications (enclose prints or a CD-ROM with high resolution images)</li> </ul> <p>See appendices A and B.</p>   |
| 16. | <p>Outline your partnership's <i>planned activities</i> for the next six months, paying particular attention to achieving stated objectives:</p> <ol style="list-style-type: none"> <li>1) GASU and U.S. partners are planning a meeting of GASU students from the Altaian and English languages departments about the state of journalism in the Altai Republic. The meeting will involve students interested in communication studies and will be a discussion on environmental journalism. Additionally, the partners will solicit student input on what they would like communication studies at the university to provide.</li> <li>2) GASU partners will conduct a follow up workshop for English language students at the Altai Lyceum (an indigenous Altaian school) concerning journalism issues.</li> <li>3) In January 2005, two U.S. partner representatives will travel to the Altai Republic to work with partners on the development of the journalism curriculum. During this trip, they will also facilitate the meeting of GASU and NAUU (Ukrainian) partners and develop joint projects on issues of mutual interests.</li> <li>4) In Summer 2005, another exchange of environmental/journalism work is planned. Partners will work together to jointly plan for this trip.</li> </ol> |



**QUANTITATIVE ANALYSIS**

|    |   | <b>This period</b><br>(October 1, 2003 -<br>September 30, 2004)                                 | <b>Since beginning<br/>of ALO funding</b>   |
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| 1. | How many exchanges has the partnership supported for host country participants?   | Faculty:2<br>Undergraduate<br>Students:<br>Graduate Students:<br>Administrators:<br>Others:     | Faculty:4<br>Undergraduate<br>Students:<br>Graduate Students:<br>Administrators:<br>Others:     |
|    | Describe the nature and duration of the exchange(s):<br>In October 2003 and April 2004, 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:2<br>Undergraduate<br>Students:2<br>Graduate Students:1<br>Administrators:<br>Others:1  | Faculty:2<br>Undergraduate<br>Students:2<br>Graduate Students: 1<br>Administrators:<br>Others:2 |
|    | Describe the nature, location, and duration of the exchange(s):<br>One U.S. partner representative traveled to the Altai Republic in May 2004 to meet with local journalists about the project and to plan for a larger summer exchange.<br><br>In July 2004, two KSU faculty, one KSU graduate student, and two University of Kansas undergraduate students traveled to the Altai Republic. During this trip they participated in a workshop with local journalists and worked with GASU partners on the development of the journalism curriculum. |   |   |
| 3. | How many internships has the partnership supported?   | Faculty:0<br>Undergraduate<br>Students:0<br>Graduate Students:0<br>Administrators:0<br>Others:0 | Faculty:0<br>Undergraduate<br>Students:0<br>Graduate Students:<br>Administrators:0<br>Others: 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:224<br>Males:221<br>Total:445   | Females:376<br>Males:372<br>Total:748   |

|    |   | <b>This period</b><br>(October 1, 2003 -<br>September 30, 2004) | <b>Since beginning<br/>of ALO funding</b>  |
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|    | <p>Describe the nature, location, and duration of the training:<br/>2 meetings with high school students (a Republic native high school) to make a presentation on the project: 20 people</p> <p>5 meetings with students of GASU languages department to present the results of the October exchange visit and the project: 60 people</p> <p>Workshop for journalists to exchange information on media practices in U.S. and Russia: 5 people</p> <p>“Freshman Day” presentation for incoming GASU students in the biology, chemistry, agriculture, and languages departments. Past ALO-sponsored participants Vera Aleinikova, Victor Lukyanenko, David Khaidarov and Victor Mamrashev gave a presentation that included a slide show of pictures taken during July trip of U.S. partners traveling on ALO- and NSF-sponsored projects. The presentation covered both scientific and cultural aspects of the collaboration between GASU and Kansas universities: 250 students and 50 faculty.</p> <p>GASU and U.S. partners gave three presentations to 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year English language students at GASU. The partnership and future journalism workshops was the topic of the presentation: 60 students.</p> |   |  |
| 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?   | 1   | 2  |
|    | List and describe the nature of participation in the panels and/or initiatives:   |   |  |
|    | July 14, 2004 - U.S. partners participated in a workshop sponsored by GASU to discuss journalistic practices in the U.S. and Russia.  |   |  |
| 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 briefly 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:<br>\$30,800                      | Estimated total dollar amount:<br>\$30,800 |
|    | List separately and estimate dollar amounts:<br>Boren Fellowship for Wendy Griswold - \$11,800<br>NSEP Fellowship for Abby Mills - \$12,000<br>National Science Foundation Undergraduate Mentoring in Environmental Biology - \$7,000   |   |  |

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

**Please be sure to share your progress reports with your primary contact(s) at the host country USAID Mission.**

## 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 read 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.

4. Ehmke, L. (2004, Spring). World traveler. *Update*, 3.

5. Khaidarov, D. (2004, April 21). Gorno-Altai State University from the perspective of Gdedavid. *Moscow Kosmomolets*, 4.

This article was written by a GASU student who participated in scientific exchanges between GASU and KSU. The article discusses the international exchange opportunities the author participated in at GASU.

6. (2004, May). Radio broadcast of meeting between GASU, U.S. partners, and Altai Republic journalists. *Gorny Altai (state television radio company)*.

7. Shadrin, V. (2004, July 15). In Kansas, everything is different. *Zvezda Altaya*, no 120, 1.

8. (2004, August 5). Less and less of clean water – K-State ecologists on Lake Teletskoye. *Postscriptum (ITAR-TASS)*.

9. Davis, Lawrence. (2004, September 3). K-state faculty members, K-state and KU students, spend summer studying water quality, environmental journalism in Siberia. (press release through KSU media relations.)

## World traveler

Assistant professor Dee Vernberg prepares to study in Russia



**Victor Nikolaevich**, dean of languages at Gorno-Altai State University in Altai Republic, Russia, shows **Dee Vernberg**, public relations assistant professor, the location of this summer's trip to Siberian Russia. Vernberg will assist Nikolaevich in developing relationships with Russian media. *Photo by Layton Ehmke*

**FOUR K-STATE FACULTY MEMBERS**, including Dee Vernberg, public relations assistant professor, will travel this summer to the Altai Republic, Russia. Located in southern Siberia bordering Mongolia, China, and Kazakhstan, Altai is half the size of Kansas with a population of 200,000. The group will explore opportunities for future Russian and American students, three weeks in July.

Vernberg will establish relationships with the media in the area as part of a long-term goal to implement journalism certifications to teach students how to better communicate scientific information as journalists. The faculty plans to write an extension of the U.S. Aid to International Development grant while there. Vernberg will travel with Larry Davis, professor of biochemistry; Jim Steichen, professor of agribusiness; and Marie Steichen, program evaluator.

Lukyanenko Victor Nikolaevich, dean of languages at Gorno-Altai State University in Russia's Altai Republic, visited K-State on April 15 to plan the cultural and intellectual exchange in July.

The goal is to improve local news coverage of the environment as it is currently reported in a scientific manner, usually unclear and indigestible to the public. Nikolaevich said he hopes the program will lead future journalists to help the public become aware of environmental risks.

Nikolaevich said he wants the public to be especially mindful of the water quality, which comes from the Ob River in Siberia fed by the glaciers atop Mt. Belukka. He said he wants help them see they have a vested interest in the environment. The plan is to develop special courses in environmental journalism.

"The drive to educate future journalists is important for two reasons," he said. "First, the Altai Republic has the reputation of being an ecologically clean area and could be considered a model for environmental quality. However, point sources of pollution exist on livestock farms in many communities.

"The second is, 22 percent of the Altai territory is protected by means of reserves, national parks and natural monuments, which are included on the World Heritage List."

Vernberg will meet with radio, TV stations and newspapers to share journalism ideas and find what sort of needs their journalists might have.

"Eventually, we'll send K-State students there in the exchange. I'm excited and honored to be a part of it," she said. ■ Layton Ehmke

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|---|---|---|---|---|----------------------------------|
|  | <p><b>МАЛЫЙ БИЗНЕС.<br/>КОГДА<br/>ЗАКОНЧИТСЯ<br/>«ДЕДОВЩИНА»<br/>В ЛЕСОПЕРЕРАБОТКЕ?</b></p> |  | <p><b>ПРАЗДНИКИ.<br/>КОЛДОВСКАЯ<br/>НОЧЬ НА ИВАНА<br/>КУПАЛУ.</b></p> |  | <p>«МЫ<br/>ОЧЕ<br/>ПО<br/>БЮ</p> |
|   | <p>4 стр.</p>   |   | <p>5 стр.</p>   |   | <p>6 стр.</p>                    |



# ЗВЕЗДА АЛТАЯ

РЕСПУБЛИКАНСКАЯ МАССОВАЯ ГАЗЕТА

2 года  
10 - 121 (17438 - 439) ● 15 июля 2004 года

## АЛТАЙ - АМЕРИКА



**К**анзас - провинция в самом центре Соединенных Штатов, что-то вроде российской Рязанщины. Штат славится не только высокоразвитым сельским хозяйством, но и знаменитым университетом, с которым в последние годы ГАГУ поддерживает дружеские и партнерские связи, в том числе по проблемам охраны окружающей среды. Какую роль в этом играет студенческая газета - об этом журналисты местных СМИ узнали вчера от своих американских собратьев по перу. Декан кафедры иностранных языков

Виктор Лукьяненко представил журналистам коллег. Уэнди Грисвольд, Мари Стайкен, Ди Вернберг и Эбби Миллз - так зовут этих американских леди из глубинки, которые сочетают журналистику с защитой воздуха, почвы и воды. Главная угроза природной среде, по словам репортера газеты «Кансан» Эбби Миллз, исходит от высокоразвитой аграрной индустрии штата. Пестициды и удобрения смываются в реку Канзас, которая могла бы быть такой же привлекательной для отдыха, как наша Катунь. По части доступности и чистоты природной среды сибиряки находятся в гораздо более выгодном положении. В этом наши преподаватели и студенты смогли убедиться прошлой осенью, когда делегация ГАГУ посетила университетский центр в Канзасе.

## В Канзасе все по-другому

В Горно-Алтайском государственном университете принимают в эти дни гостей из Канзаса (США)



Гости из Нового Света отправятся на днях на Телецкое озеро, чтобы в полной мере получить представление об удивительной алтайской природе, насладиться чистотой и покоем прителецкой тайги.

**В. ШАДРИН.**

**НА СНИМКЕ:** Виктор Лукьяненко и Эбби Миллз; американкам понравились алтайские куклы.

Davis, Lawrence. (2004, September 3). K-state faculty members, K-state and KU students, spend summer studying water quality, environmental journalism in Siberia. (press release through KSU media relations.)

**Source: Larry Davis, 785-532-6124**

**Pronouncers: Gorno-Altai is pronounced GORE-NO ALL-TIE-SK;**

**Teletskaye is pronounced TELET (as in telegram) - SKY - UH;**

**Altai is pronounced ALL -TIE;**

**Novosibirsk is pronounced NO-VO-SIGH-BEER -SK;**

**Kazakhstan is pronounced KAZ-ACKH- STAN**

**News release prepared by: Keener A. Tippin II, 785-532-6415**

**Friday, September 3, 2004**

**K-STATE FACULTY MEMBERS, K-STATE AND KU STUDENTS, SPEND SUMMER STUDYING WATER QUALITY, ENVIRONMENTAL JOURNALISM IN SIBERIA**

MANHATTAN -- Think Siberia and chances are you don't think of the weather as being as hot as a Kansas summer; or the landscape to be mountainous and as towering as the Rockies.

But that's just what a group of Kansas State University faculty members, a K-State graduate student and two students from the University of Kansas found this summer in the Altai Republic, where they worked with faculty members from Gorno-Altai State University to study water quality and the state of environmental journalism.

K-State's Larry Davis, professor of biochemistry, and Jim Steichen, associate director and professor of biological and agricultural engineering, were accompanied by Heidi Mehl, a KU student in evolution and ecology, to work on issues of water quality in the region of Lake Teletskaye, which borders the Altai Preserve, a United Nations Educational, Scientific and Cultural Organization World Heritage site. Davis' team attempted to establish baseline values for water quality around the outlet, the most accessible part to visitors of the pristine lake, which is nearly 1,000 feet deep and 50 miles long. In that area, hundreds of people camp out with few organized camping sites, no purified water and very basic toilet facilities.

Despite its relatively remote location, Lake Teletskaye is under pressure for development of resorts and camping places for vacationers from Moscow and Novosibirsk, which is located in the far north of Siberia.

"Environmental advocacy at the grassroots level seems to be very limited," Davis said. "Organizations like our Audubon Society and The Nature Conservancy seem to be nonexistent. Individual political lobbying by scientific advisers or professors has been effective in having areas designated as World Heritage sites. Now the challenge is to have the areas actually protected from economic exploitation. That will be an on-going effort that we hope to contribute to."

Dee Vernberg, a K-State assistant professor of journalism and mass communications, and Marie Steichen, a research assistant professor with K-State's College of Education, were accompanied by Abby Mills, a KU student in Russian and journalism, to explore how issues in environmental journalism are treated.

"There are not programs of journalism within the republic and indeed there are hardly any courses dealing directly with journalism," Davis said. "Most journalists have very limited training in the subject and seem quite unfamiliar with 'investigative' journalism. Environmental issues frequently get little attention, due to lack of awareness. Our faculty group attempted to assess the state of the field and hope to make some specific suggestions and identify ways that more effective environmental journalism may be done in the particular context of Altaian society."

The Altai Republic is an area of special interest, located where Kazakhstan, Mongolia and China join Russia. It is not a large territory -- only 40,000 square miles with a population of about 200,000 -- but it encompasses a huge amount of biodiversity. Several designated World Heritage sites, including the refuge of the snow leopard, are found there. The city of Gorno, with a population of 50,000, lies in the

foothills at an elevation of just 1,000 feet, while peaks exceeding 14,500 feet, are found at the southern border with China.

According to Davis, the republic has many fragile ecosystems and rare species. It is under considerable pressure from surrounding countries, particularly China and Russia, who wish to exploit the mineral resources at minimal cost. He said forest fires are also an increasing threat, as in the United States.

K-State has an exchange agreement with the university that will allow other students the opportunity to study in Gorno.

Wendy Griswold, a K-State graduate student in educational leadership with an emphasis in adult education, Lawrence, who has been to the republic four times previously, led the delegation. Griswold will return next summer to study the differences between the republic's and the United States' adult education.

This trip marks the second exchange between students and faculty members from Kansas universities and colleges. Three years ago a group of students and faculty from Haskell Indian Nations University and KU conducted similar water monitoring in other areas of the republic, during an exchange program for better understanding between indigenous peoples. Last year, a group of faculty and students from Gorno-Altai State University toured the United States, visiting the Konza Prairie Biological Station at K-State and the southwest section of the nation in the second stage of that exchange.



## Appendix B: Photos



**Abby Mills, Lawrence Journal World reporter, during the July 2004 workshop with journalists in the Altai Republic.**



**Dee Vernberg, KSU journalism professor, discussing with Altai Republic journalists how environmental issues are reported by U.S. newspapers.**



**Valentina Pidlisnyuk (center), National Agricultural University of Ukraine, at KSU meeting with the Summer 2004 Altai travelers.**



**In Kansas, Victor Lukyanenko and Martín Almada of Paraguay discuss common issues of concern.**



**Victor Lukyanenko, GASU project director; Yuri Tabakaev, GASU Rector; and Nikolai Malkov, GASU scientific advisor with the Paraguayan flag, a gift from Martín Almada.**

## **Appendix C. Student Products**

### **Overview of design analysis presented by Abby Mills at July 14, 2004 workshop with Altaian Journalists**

#### **Newspaper organization**

- American newspapers are usually divided into sections based on content of stories covered in that section.
- Stories within the paper are given a hierarchy of importance, indicated by both placement in the paper and size of headline.
- Most papers right now have a "centerpiece" design in which the most important story appears with an eye-catching picture in the center of the front page. Stories are then placed from top to bottom, front to back, in order of importance.
- In order to fit more stories on the front page, only the first parts of stories appear and then are completed on inner pages.

#### **Story organization**

- The first paragraph contains all the basic information of a story.
- Most stories are not chronological, but arranged in an "inverse pyramid." Information flows from most vital to understanding the story to least vital.
- Paragraphs in news stories are small, usually only one to three sentences. Sentences are short and typically in subject-verb-object order.
- Most stories contain quotes, but those quotes are rarely longer than two sentences.

#### **Advertising**

- American newspapers never run advertisements on the front page.
- Advertisements are usually placed at the bottom or along the sides of the page so they can be clearly distinguished from stories.
- Those advertisements designed to look like news articles clearly state that it is an advertisement somewhere in the text and are usually separated by a box.

#### **Environmental journalism**

- Events, such as Earth Day or an oil spill are most likely to get news coverage.
- When an event is important enough to receive more than one story over a period of time, they tend to appear in a common format. The earliest stories give basic information about what has happened. They often also cover how the event impacts readers and, if applicable, gives advice on how to protect oneself. Subsequent articles talk about response to the event. Those are usually followed with stories assessing how the event was handled by authorities.
- Non-governmental organizations such as Green Peace or river-watch groups are the most common source of information for non-event environmental news coverage.

## **Reflection on July 2004 trip to Altai Republic, by Abby Mills and Heidi Mehl, University of Kansas students**

The water quality project in Gorno-Altaiisk funded by USAID is opening up new opportunities. It allows people from different cultures to focus on their similarities while working together for the common cause of environmental preservation. All members of the exchange reap these benefits, but as undergraduates we are especially fortunate to have had the opportunity to work on this project so early in our respective careers.

Each of us discovered this program through work we were already pursuing in our fields. Heidi, a senior in biology, has worked with Ray Pierotti and Cynthia Annett since 2002. She goes to their farm north of Lawrence, Kan., every month to work on her study of the mouse population in the surrounding area. While visiting their home, she frequently admired their collection of artifacts and souvenirs from Siberia and listened to Cynthia tell wonderful stories of the Altai and the people she visited there. One day, while visiting them, Cynthia asked her if she would like to go to Siberia. She immediately said yes and it set her participation in the trip into motion.

Abby, a senior studying journalism and Russian, met Cynthia while completing an internship as a reporter at the *Lawrence Journal-World*. During one of the Russian group's visits to Lawrence, they took a canoe trip down the Kansas River. Abby was given the assignment to cover the trip. When she arrived, she mentioned to Cynthia that she studied Russian in addition to journalism. Cynthia then told her about the journalism aspect of the water grant and how the group would be working over the next summer to talk with Russian journalists about how they cover environmental news.

To that end, Abby and Dee Vernberg conducted a workshop during our stay in Gorno-Altaiisk. We explained the process of how we put together a newspaper in the United States and then gave case studies of how reporters in our area have covered various environmental news stories. We also described how the paper gains information about such stories and described the importance of non-governmental organizations in alerting the public about environmental issues. Our presentation was followed by a question and answer session, where we learned that Russian papers operate much like ours, including using non-governmental organizations as a primary source of information.

The biology team did most of its work during a trip to Lake Teletskoya. Russian and American scientists worked together to perform chemical analysis on waters that run into the lake. With two villages and an increasing number of tourist sites appearing on the lake, there is more concern about pollution in the runoff. We tested a number of streams for their concentration of phosphate and nitrate, pH, fecal coliform, turbidity, and dissolved oxygen. It is our hope that with our results a plan can be enacted to utilize riparian buffer strips and prevent Lake Teletskoya from giving way to pollution. Currently, it is gorgeous and clear, supporting a diverse array of life. Continued analysis and planning can help it stay that way.

While this official work is extremely important, the most valuable part of this trip in our opinion was the cultural experience. We had the opportunity to learn first-hand that people from the other side of the world are not so different. We seemed to have more things in common with the Russian students we met than we had differences. Heidi spent an evening at the lake with two of the students, Galia and Ann, talking about movies we had all seen. We sang songs like "Lean on Me" and "Yellow Submarine." We made an effort to learn as much as we could about another culture, and in turn our new friends learned about us. Ann and Galia told us that they had been a little bit scared to meet us in the beginning because

they didn't know what Americans would be like. After only three weeks of bonding, we were all in tears when we had to leave.

Many of the things we had in common, such as musical groups and movies we all liked, can be attributed to the pervasiveness of American culture. That same pervasiveness is a main reason these exchanges are so important. Mass-marketing and exporting our culture in the form of entertainment and a sometimes overwhelming amount of goods can perpetuate a stereotype of the "ugly American." The American group worked hard to avoid looking like colonizers with all the answers. We worked hand-in-hand with Russians to exchange knowledge rather than just telling them what we thought was correct. We all learned new Russian words and attempted to blend in as much as possible. Efforts to respect and learn from Russian culture helped form positive bonds with our Russian counterparts on both a professional and personal level.

We hope to continue those bonds through the years. We both have been changed by this trip and are working to incorporate this work into our careers after graduation. We met and have continued to keep in touch with undergraduates like ourselves in the Altai region. These people will be the next generation of academic leaders in their areas and we will have a jump-start on positive relations there.

The scientific collaboration is essential to keep the waters of Lake Teletskoya clean. The journalism work is key to informing the public of the ecological state of their home and giving them the information they need to make choices in their new democracy. Neither of these could be accomplished without positive relations between the Americans and the Russians participating in this exchange. We hope we have contributed to that goal and hope to continue working on it well into the future.

# 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](mailto: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<br>In-class work   | Graded<br>Assignments   |
|------------------|-----|------|---|---|---|
| <b>August</b>    | TH  | 21   |   | Syllabus, Introductions, K-State online   |   |
|                  | T   | 26   | Bivins, Ch. 1,2,15, pp. 53-59<br>Kessler, Ch. 1 | News articles about river   |   |
|                  | TH  | 28   | Bivins, Ch. 6<br>Kessler, Ch. 2, 3, 10, Part 2  | Exercises 2, 10, 23, 26, 27 <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">10 points</span><br>News Release Lead <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">5 points</span><br>Charles Benjamin - Sierra Club |   |
| <b>September</b> | T   | 2    | Kessler, Ch. 4, 5, 11                           | Exercises 3, 4, 5, 6, 11 <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">10 points</span><br>News Release Ex. 28 <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">10 points</span>                                   |   |
|                  | TH  | 4    | Kessler, Ch. 6, 7, 8                            | Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">10 points</span>  | News Release 1 <span style="background-color: #e0e0e0; border-radius: 10px; padding: 2px;">20 points</span> |

## TENTATIVE COURSE SCHEDULE

| Month     | Day   | Readings                                       | Homework<br>In-class work   | Graded<br>Assignments  |
|-----------|-------|--|---|--|
| September | T 9   | Kessler, Ch. 9, 12, 13                         | Exercises 19, 20, 21, 22, 25 <span style="background-color: #e0e0e0;">12.5 points</span>  |  |
|           | TH 11 |  | Quiz on Exercise 30   |  |
|           | TH 28 | Bivins, Ch. 6<br>Kessler, Ch. 2, 3, 10, Part 2 | Exercises 2, 10, 23, 26, 27 <span style="background-color: #e0e0e0;">12.5 points</span><br>News Release Lead <span style="background-color: #e0e0e0;">5 points</span> |  |
| September | T 2   | Kessler, Ch. 4, 5, 11                          | Exercises 3, 4, 5, 6, 11 <span style="background-color: #e0e0e0;">12.5 points</span><br>News Release Ex. 28 <span style="background-color: #e0e0e0;">10 points</span> |  |
|           | TH 4  | Kessler, Ch. 6, 7, 8                           | Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 <span style="background-color: #e0e0e0;">12.5 points</span>   | News Release 1 <span style="background-color: #e0e0e0;">20 points</span> |

## TENTATIVE COURSE SCHEDULE

| Month    | Day | Date | Readings                     | Homework<br>In-class work                           | Graded<br>Assignments                      |
|----------|-----|------|------------------------------|---|--|
| October  | TH  | 30   |                              | Midterm review                                      | Memo 15 points<br>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<br>internships<br>Portfolio       | Media list 55 points                       |
|          | TH  | 20   | <b>No Class</b>              |   |  |
|          | T   | 25   |                              |   |  |
|          | TH  | 27   | <b>No Class Thanksgiving</b> |   |  |
| December | T   | 2    |                              | Work on Cover letter<br>Work on Resume<br>Portfolio |  |
|          | TH  | 4    |                              | Work on portfolio                                   | Cover letter 10 points<br>Resume 10 points |
|          | T   | 9    |                              | Work on portfolio                                   | Cover letter 15 points<br>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  | <i>Poor</i> | <i>Average</i> | <i>Good</i> | <i>Excellent</i> | 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/slonc/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.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/Colon_Cancer_Detection_and_Prevention/)

[http://www.adcouncil.org/campaigns/Get\\_Green/](http://www.adcouncil.org/campaigns/Get_Green/)

[http://www.adcouncil.org/orgs/US\\_Environmental\\_Protection\\_Agency/](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.