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Пособие продолжает серию «Английский язык для специальных целей (English for Specific Purposes)» и предназначено для студентов I курса специальности «Информация и коммуникация» Института журналистики и факультета философии и социальных наук БГУ.

Пособие снабжено комплексом языковых, речевых и коммуникативных заданий, направленных на изучение профессионально ориентированной лексики и формирование знаний, умений и навыков профессиональной коммуникации на иностранном языке.

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PREFACE

“English for Information and Communication” is written for 1-year students of the Department of Information and Communication of the Faculties of Journalism and Philosophy and Social Sciences and designed for encouraging students to develop their professional and communication skills on the basis of the interactive communicative approach – an approach that enables students to learn from each other as well as from the teacher and the textbook by means of interactive dialogue.

The book is created on the basis of English for Specific Purposes approach that implies English language usage as a tool for students for getting knowledge about their profession, a tool that lets them be aware of the most wide-spread and up-to-date strategies and tactics used in their professional field all over the world.

The book consists of 5 units covering the following topics “INTRODUCTION INTO SPECIALITY”, “LEVELS OF COMMUNICATION”, “PUBLIC RELATIONS IN CLOSE-UP”, “TRAINING SPECIALISTS ABROAD”, “MASS MEDIA AND COMMUNICATING WITH IT”. The units are mainly of the same structure that facilitates the process of teaching and learning and are supplied with materials for listening and visual comprehension, lists of key vocabulary terms, basic and supplementary texts for reading and vocabulary exercises. Each unit has a special section called “CommunicAction” which main aim is to develop students' speaking and communicational skills. An important part of the book is the Project Section that lets students demonstrate their professional knowledge and implement it in practice while working on various creative assignments.

The final part of the book – a TOOLBOX consists of three parts: PROFESSIONAL WRITING, ACADEMIC WRITING and GROUP PRESENTATION that are intended for giving students practical guidance in various professional written tactics in the field of Information and Communication, such as writing press-releases, pitch-letters, biographies, fact-sheets, newsletters, byliners, academic essay, etc.
Unit 1. introduction into speciality

This unit gives some general ideas about information and communication, explains 'communication and information' roles and clarifies the relationship of public relations to journalism, advertising and marketing.

Tease your brain! Think it over

The two words "information" and "communication" are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.

Sydney J. Harris

1. Why is your speciality called "Information and Communication"?
2. Why do the same specialities exist at the Faculty of Philosophy and Social Sciences and the Faculty of Journalism?
3. How do you think they are different and how they are similar?

Part A. What is Information and Communication?

Read the following dictionary definitions and formulate your own definitions of information and communication notions.

<table>
<thead>
<tr>
<th>Information</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the communication or reception of knowledge or intelligence</td>
<td>1. the imparting or exchanging of information or news: direct communication between the two countries will produce greater understanding / at the moment I am in communication with London: – a letter or message containing such information or news.</td>
</tr>
<tr>
<td>2a (1): knowledge obtained from investigation, study, or instruction</td>
<td></td>
</tr>
<tr>
<td>(2): INTELLIGENCE, NEWS</td>
<td></td>
</tr>
<tr>
<td>(3): FACTS, DATA</td>
<td></td>
</tr>
<tr>
<td>b: the attribute inherent in and communi-</td>
<td></td>
</tr>
</tbody>
</table>


cated by one of two or more alternative sequences or arrangements of something (as nucleotides in DNA or binary digits in a computer program) that produce specific effects
c (1) : a signal or character (as in a communication system or computer) representing data
(2) : something (as a message, experimental data, or a picture) which justifies change in a construct (as a plan or theory) that represents physical or mental experience or another construct
d : a quantitative measure of the content of information; specif : a numerical quantity that measures the uncertainty in the outcome of an experiment to be performed
3 : the act of informing against a person
4 : a formal accusation of a crime made by a prosecuting officer as distinguished from an indictment presented by a grand jury

Merriam Webster's Collegiate Dictionary

– the successful conveying or sharing of ideas and feelings: there was a lack of communication between Pamela and her parents.
– social contact: she gave him some hope of her return, or at least of their future communication.
2 (communications) means of connection between people or places, in particular:
– the means of sending or receiving information, such as telephone lines or computers: satellite communications / (as adj.) a communications network.
– the means of travelling or of transporting goods, such as roads or railroads: a city providing excellent road and rail communications.
3. (treated as sing.) the field of study concerned with the transmission of information by various means.
The NEW OXFORD AMERICAN DICTIONARY

Vocabulary

Read the text and check the verbs given in the bold type in THE X FILES section.

The unique way we communicate is a fundamental part of the human experience, distinguishing humankind from the rest of creation. An individual’s ability to relate with another person through the exchange of ideas marks the first stride toward differentiating human beings from other creatures. Our ability to record thoughts and information for others to respond to—immediately or later—forms the basis of the cumulative dissemination and exchange of all experience and knowledge. And the ability of a single individual or a group to communicate in order to associate with and influence other groups is integral to the entire social nature of the human species.
Accordingly, there is no subject more basic to understanding human processes and to facilitating human endeavors than communication. Yet it is only recently that any semblance of scientific inquiry into this field has been made, and we are still in the early stages of defining its basic principles.

Communication is basic to the everyday existence of every modern individual and of every organization of any size. Even at the most primitive levels, people need to know the weather forecast, the expected food supply, the moving of nearby tribes and herds, and many other things. Every organization needs to know what is going on among all the groups that impinge on it and how to reach the various publics it deals with. A society's degree of complexity can be measured in terms of how much information, opinion, and speculative knowledge are needed to keep it operating with reasonable consistency.

<table>
<thead>
<tr>
<th><strong>X FILES</strong></th>
<th><strong>THE</strong></th>
<th><strong>Words</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>communicate</strong></td>
<td>share or exchange information, news, or ideas</td>
<td>говорить, сооб- щать</td>
</tr>
<tr>
<td><strong>distinguish</strong></td>
<td>recognize or treat (someone or something) as different</td>
<td>находить отличия, различать</td>
</tr>
<tr>
<td><strong>relate</strong></td>
<td>show a connection between; have a relationship</td>
<td>относиться, иметь отношение; быть связанным</td>
</tr>
<tr>
<td><strong>differentiate</strong></td>
<td>identify differences between (two or more things or people)</td>
<td>различать(ся), проводить различия</td>
</tr>
<tr>
<td><strong>respond</strong></td>
<td>say something in reply</td>
<td>отвечать, реагировать</td>
</tr>
<tr>
<td><strong>disseminate</strong></td>
<td>spread or disperse (something, esp. information) widely</td>
<td>распространять</td>
</tr>
<tr>
<td><strong>associate</strong> (with)</td>
<td>connect (someone or something) with something else</td>
<td>ассоциировать, связывать (with)</td>
</tr>
<tr>
<td><strong>facilitate</strong></td>
<td>make (an action or process) easy or easier</td>
<td>облегчать; содей- ствовать</td>
</tr>
<tr>
<td><strong>define</strong></td>
<td>state or describe exactly the nature, scope, or meaning of something</td>
<td>определять; раз- граничивать</td>
</tr>
<tr>
<td><strong>operate</strong></td>
<td>control the functioning of a process, or system; function in a specified manner</td>
<td>действовать; функционировать</td>
</tr>
</tbody>
</table>

**Practice**

*Use the "X-files" words in the sentences of your own.*
Part B. What is Communication?

Vocabulary

Study the following words in this section in order to facilitate comprehension while watching the film.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>based on or capable of being reduced to empirical factual knowledge</td>
<td>когнитивный, по-знавательный</td>
</tr>
<tr>
<td>Mental</td>
<td>relating to intellectual as contrasted with emotional activity</td>
<td>интеллектуальный, умственный, мысленный</td>
</tr>
<tr>
<td>Awareness</td>
<td>having knowledge or perception of a situation or fact</td>
<td>осведомленность, компетентность</td>
</tr>
<tr>
<td>Image</td>
<td>a mental representation or idea</td>
<td>образ; изображение</td>
</tr>
<tr>
<td>Conception</td>
<td>a general notion; an abstract idea</td>
<td>понятие, представление, концепция</td>
</tr>
<tr>
<td>Issue</td>
<td>an important topic or problem for debate or discussion</td>
<td>спорный вопрос, предмет обсуждения; проблема</td>
</tr>
<tr>
<td>Publics</td>
<td>a section of the community having a particular interest or connection</td>
<td>определенный круг людей, целевая аудитория</td>
</tr>
</tbody>
</table>

Watching

Watch the first episode of the lecture of Prof. Byron Renz “Introduction into Specialty”. While watching the video your task is to answer the following questions:

1. What are the 3 major branches of communication mentioned?
2. What does Advertising deal with?
3. What does Marketing deal with?
4. What does Public Relations deal with?

Watching 2

Watch the first episode of the lecture of Prof. Byron Renz “Introduction into Specialty” for the second time. While watching the video your task is to answer the following questions:

1. What is prior and what is secondary in the entire process of Public Relations?
   a. creation of cognitive understanding/awareness of the company/organization
   b. creation of a positive image of the company/organization
2. What audiences does Public Relations deal with?
   a. customers and consumers
   b. publics
After having watched the episode be ready to explain the scheme given below and dwell upon the role and specificity of Public Relations.

A message may move from the sender through the media to the receiver without necessarily conveying ideas and getting them accepted. Yet ideas do get accepted, and there are several theories about how this is done.

A. Two-Step Flow Theory
The two-step flow theory assumes that there is a definite group of “opinion leaders” who get information from the media, analyze and interpret it, and then pass it along to the public. The theory fails due to the fact that no permanent group of people serves as opinion leaders on all subjects.

B. Multistep Flow Theory
The multistep flow theory holds that there are opinion leaders on many different subjects and that they have varying degrees of influence.

C. Opinion Group Theory
The opinion group theory is fairly well accepted. It recognizes opinion leaders but does not assume that they are the sole influence on the formation of public opinion. The basic emphasis is on the function of discussion in crystallizing opinion. People of similar interests discuss mutual problems and arrive at common conclu-
sions. People try to conform to group opinion and to avoid disagreement with the majority. Anyone may belong to several groups — at work, at church, at leisure. Grouping may be by age, occupation, place of residence, and so on. Whenever there is a common interest, there is formal or informal grouping.

Diffusion Theory

The diffusion theory was developed in the 1930s. It holds that there are five steps in the process of acquiring new ideas:

- **Awareness** — the person discovers the idea
- **Interest** — the person tries to get more information
- **Trial** — the person tries the idea on others
- **Evaluation** — the person decides whether the idea is in his or her own self-interest
- **Adoption** — the person incorporates the idea into his or her opinion.

In this model, the public relations writer is most influential at the awareness and interest stages of the process. People, for example, often become aware of a product, service, or idea through traditional **mass outlets** such as newspapers, magazines, radio, and television. Indeed, the primary purpose of advertising in the mass media is to create awareness, the first step in moving people toward the purchase of a product or support of an idea.

At the interest stage, more direct media — pamphlets, brochures, direct mail, videotape presentations, even conferences and symposiums — play an important role. Once **awareness** has been created, people turn to more detailed information in these direct media channels.

Hierarchy-of-Needs Theory

The hierarchy-of-needs theory has been applied in a number of disciplines, including communication. It is based on the work of Abraham H. Maslow, who listed basic human needs on a scale from basic survival to more complex ones:

- **Physiological needs.** These are the constituents of self-preservation. They include air, water, food, clothing, shelter, rest, and health — the minimum necessities of life.
- **Safety needs.** These comprise protection against danger, loss of life or property, restriction of activity, and loss of freedom.
- **Social needs.** These include acceptance by others, belonging to groups, and enjoying both friendship and love.
- **Ego needs.** These include self-esteem, self-confidence, accomplishment, status, recognition, appreciation, and the respect of others.
- **Self-fulfillment needs.** These represent the need to grow to one’s full stature — simply as a human being or in terms of some special talent, gift, or interest.
Effective messages carry components of these needs from the standpoint of helping people achieve them in some way. In sum we're talking about the self-interest of the audience. Indeed, if you can keep in mind the self-interest of your target audiences when formulating messages, you will be an effective communicator.

Most public relations activity is aimed at lower-level needs because people are generally more concerned about their families, jobs, and homes than they are about more abstract goals. Economics may get most of the attention, but don't forget that there are many people who do have non-economic interests.

**Applying Theory to Practice**

Understanding the concepts of opinion formation, the process of information diffusion, and the psychological needs of audiences has a great deal of practical application for the public relations writer.

The diffusion model, for example points out that mass and direct media are most important in the beginning stages of the process. Although the writer's goal is ultimately to change attitudes and behavior, this is difficult to accomplish unless the audience (1) is highly interested in the message, (2) is predisposed to accept it, and (3) receives reinforcement of the message through their opinion leaders and peer groups.

Consequently, most writers are realistic enough to have the limited objectives of message exposure and accurate dissemination of the message, which coincide with the interest and awareness stages of the diffusion model.

---

**Agree or Disagree with the Following Statements. Mark them as True or False:**

1. The two-step flow theory assumes that there is a definite group of "opinion leaders" who get information from the media, analyze and interpret it, and then pass it along to the public.

2. The basic emphasis of the opinion group theory is on the function of discussion in crystallizing opinion.

3. Primary purpose of public relations in the mass media is to create awareness, the first step in moving people toward the purchase of a product or support of an idea.

4. Most public relations activity is aimed at high-level needs because people are generally more concerned about their families, jobs, and homes than they are about more abstract goals.

5. Understanding the concepts of opinion formation, the process of information diffusion, and the psychological needs of audiences has a great deal of practical application for the public relations writer.
**Answer the Questions Given Below:**

1. What is the essence of the two-step flow theory?
2. How much is the multistep flow theory different from two-step flow theory?
3. What is the basic emphasis of the opinion group theory?
4. What are five steps in the process of acquiring new ideas within the diffusion theory?
5. Why is most public relations activity aimed at lower-level needs as according to hierarchy-of-needs theory?
6. Is the opinion group theory well accepted?
7. Is an opinion leader always recognized as such?
8. How many steps in the process of acquiring new ideas does the diffusion theory hold?
9. At what stages is the public relations writer most influential according to this theory?
10. What media play an important role at the interest stage?
11. Has the hierarchy-of-needs theory been applied to other disciplines besides communication?
12. What should you keep in mind when formulating messages?

**Vocabulary Exercises. Take Your Pen**

**Task 1.** Check the pronunciation of the following words:
leisure, hierarchy, discipline, physiological, ego, stature, peer.

**Task 2.** Give the English equivalents:
прийти к заключению / благодаря ч.л. / защита от опасности / уверенность в себе / постоянный / общие проблемы / избегать разногласий / поддержать идею / совпадать с ч.л.

**Task 3.** Give the Russian equivalents:
to conform to smth / to be applied / on a scale / survival / to comprise smth / self-esteem / to be concerned about smth / to be predisposed / to turn to information

**Task 4.** Give synonyms:
fairy well / a goal / sole (adj.) / emphasis / similar / mutual / a step / a subject

**Task 5.** Give antonyms:
to fail / to accept an idea / permanent / majority / to be interested / to be concerned / to support an idea / limited

**Task 6.** Insert prepositions:
1. Anyone may belong ... several groups — ... work, ... church, ... leisure.
2. People often become aware ... a product, service, or idea ... traditional mass outlets.
3. The group is centered ... an opinion leader — a person who is listened ... the others.
4. Effective messages carry components ... these needs ... the standpoint ... helping people achieve them ... some way.
5. This leader is the one who gets information ... outside and comments ... it ... the group.

Talking Point. Your Turn to Speak!

Task 1. Explain the following statements. Use colloquial expressions placed below:

I’d just like to say – я только хочу сказать, что...
From my point of view – с моей точки зрения
My point of view is ... – моя точка зрения – следующая...

1. The primary purpose of advertising in the mass media is to create awareness, the first step in moving people towards the purchase of a product or support of an idea.
2. Ego needs. These include self-esteem, self-confidence, accomplishment, status, recognition, appreciation, and the respect of others.
3. Whenever there is a common interest, there is formal or informal grouping.
4. Consequently, most writers are realistic enough to have the limited objectives of message exposure and accurate dissemination of the message.

Task 2. Comment on the following statements: Do you agree with them? Prove your point of view:

1. People are generally more concerned about their families, jobs, and homes than they are about more abstract goals.
2. People try to conform to group opinion and to avoid disagreement with the majority.

Task 3. Develop the following statements:

1. Opinion leaders are important for the communication process. They pass on information to their followers and influence the acceptance or rejection of a message.
2. People adopt new ideas in a five-stage diffusion process – awareness, interest, trial, evaluation, and adoption.
3. Mass and directed media messages are most influential in the awareness and interest stages of the adoption process. Opinion leaders and peers are influential in the later stages.
4. According to Abraham Maslow, people have a hierarchy of needs – physiological, safety, social, ego, and self-fulfillment needs.
**Activity:** Split into two groups. Discuss the Hierarchy-of-Needs Theory. Group 1 is to work out some criteria for criticizing this theory. Group 2 is to persuade the opposite group that the system is worthy existing.

**Commentary:** Pay special attention to the scale of needs.

<table>
<thead>
<tr>
<th>Arguments FOR</th>
<th>Arguments AGAINST</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

**Part C. Communication: PR vs. Advertising, Marketing & Journalism**

Before talking about the specificity of your profession we need to differentiate the 4 notions: PR, Journalism, Marketing and Advertising. You have already heard about major differences between them from the lecture of Prof. Byron Renz. In this part you will obtain more detailed information.

**Tease your brain! Think it over**

**Activity:**

1. Give definitions to Journalism, Advertising, Marketing and Public Relations.
2. Think about how Public Relations is different from Journalism, Marketing and Advertising.

<table>
<thead>
<tr>
<th>Journalism is…</th>
<th>Public Relations is…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing is…</th>
<th>Advertising is…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary**

Read the text and check the verbs given in the bold type in **THE X FILES** section.

How Public Relations Differs from Journalism

Although writing is a common activity of both public relations professionals and journalists, the two fields differ in **scope**, objectives, audiences, and channels.

How Public Relations Differs from Advertising

Publicity, one area of public relations, utilizes mass media for dissemination of messages, as does advertising; but the format and context are different, with advertising involving paid space or time.

How Public Relations Differs from Marketing

The functions of public relations can overlap with marketing, but public relations builds relationships and generates goodwill, while marketing is concerned with customers and selling products.

How Public Relations Supports Marketing

When public relations becomes part of a marketing strategy, it is often called marketing communications. Public relations can be used to create an environment in which a corporation can successfully sell its products.

| **THE X FILES** | **Public Relations** | **the professional maintenance of a favorable public image by a company or other organization or a famous person.** | связь с общественностью |
| | **Journalism** | **the activity or profession of writing for newspapers or magazines or of broadcasting news on radio or television** | журналистика |
| | **Advertising** | **the activity or profession of producing advertisements for commercial products or services** | реклама |
| | **Marketing** | **the action or business of promoting and selling products or services, including market research and advertising** | маркетинг |
| | **Scope** | **range of operation** | сфера, область действия |
| | **Objective** | **a thing aimed at or sought; a goal; a purpose** | цель |
| | **Audience** | **the people giving or likely to give attention to smth** | аудитория |
| | **Channel** | **medium for communication or the passage of information** | канал |

Public Relations is **always** used in the singular – Public Relations **is**… /was… /does … /has… etc.
Reading for details

Split into 3 groups. Group A reads text A. Group B reads text B. Group C reads text C.

Task for Group A. Examine the text carefully paying attention to the key terms highlighted in the text and be ready to explain the difference between Journalism and Public Relations to another group (in your own words).

TEXT A. How Public Relations Differs from Journalism

Writing is a common activity of both public relations professionals and journalists. Both also do their jobs in many of the same ways. They interview people, gather and synthesize large amounts of information, write in a journalistic style, and are trained to produce good copy on deadline. In fact, many reporters eventually change careers and become public relations practitioners.

This has led many people, including journalists, to the incorrect conclusion that little difference exists between public relations and journalism. For many, public relations is simply being a "journalist-in-residence" for a nonmedia organization.

However, despite the sharing of many techniques, the two fields are fundamentally different in scope, objectives, audiences, and channels.

• Scope
Public relations, as stated earlier, has many components, ranging from counselling to issues management and special events. Journalistic writing and media relations, although important, are only two of these elements. In addition, effective practice of public relations requires strategic thinking, problem-solving capability, and other management skills.

• Objectives
Journalists gather and select information for the primary purpose of providing the public with news and information. As Professors David Dozier and Williajn Ehling explain,"... communication activities are an end in themselves." Public relations personnel also gather facts and information for the purpose of informing the public, but the objective is different. Communication activity is only a means to the end. In other words, the objective is not only to inform but to change people's attitudes and behaviors, in order to further an organization's goals and objectives.

Whereas journalists are objective observers, public relations personnel are advocates. Harold Burson, chairman of Burson-Marsteller public relations, makes the point:

*To be effective and credible, public relations messages must be based on facts. Nevertheless, we are advocates, and we need to remember that. We are advocates of a particular point of view—*
our client's or our employer's point of view. And while we recognize that serving the public interest best serves our client's interest, we are not journalists. That's not our job.

• Audiences
Journalists write primarily for a mass audience—readers, listeners, or viewers of the medium for which they work. By definition, mass audiences are not well defined, and a journalist on a daily newspaper, for example, writes for the general public. A public relations professional, in contrast, carefully segments audiences into various demographic and psychological characteristics. Such research allows messages to be tailored to audience needs, concerns, and interests for maximum effect.

• Channels
Most journalists, by nature of their employment, reach audiences through one channel—the medium that publishes or broadcasts their work. Public relations professionals use a variety of channels to reach the audiences previously described. The channels employed may be a combination of mass media outlets—newspapers, magazines, radio, and television. Or they may include direct mail, pamphlets, posters, newsletters, trade journals, special events, and posting messages on the Internet.

Now it's high time for your group to formulate some major key-points of the text and be ready to explain the difference between journalism and public relations to your colleagues from another two groups. Be ready to answer their questions (!!!).

1. When listening to reports of groups B and C your task is to understand the difference between PR and Advertising (Group B), PR and Marketing (Group C). If something is not quite clear to you—DO NOT HESITATE TO ASK QUESTIONS!!!

Read the text again and perform the following tasks.

Agree or Disagree with the Following Statements. Mark them as True or False:

1. Journalists and PR practitioners both interview people, gather and synthesize large amounts of information, write in a journalistic style, and are trained to produce good copy on deadline.

2. Public relations is simply being a "journalist-in-residence" for a nonmedia organization.
3. Public relations is wider than journalism in the scope.
4. Whereas journalists are objective observers serving their audience, public relations personnel are advocates of their clients.
5. Public relations professionals and journalists, by nature of their employment, reach audiences through one channel – the medium that publishes or broadcasts their work.

**Answer the Questions Given Below:**

1. What is common activity of both public relations professionals and journalists?
2. Name other activities that public relations professionals and journalists share?
3. Is public relations simply being a "journalist-in-residence"? Explain why 'yes' or why 'no'.
4. What is wider in the scope, public relations or journalism?
5. What is the primary purpose of journalists for gathering and selecting information?
6. What is the primary purpose of public relations practitioners for gathering and selecting information?
7. What are the objectives of public relations practitioners?
8. How much are the audiences of journalism and public relations different?
9. What is the aim of segmenting the audience into demographic and psychological characteristics?
10. What are the channels that can be used by PR professionals for reaching their target audiences?

**Reading for details**

*Split into 3 groups. Group A reads text A. Group B reads text B. Group C reads text C.*

**Task for Group B.** Examine the text carefully paying attention to the key terms highlighted in the text and be ready to explain the difference between Public Relations and Advertising to another group (in your own words).

**TEXT B. How Public Relations Differs from Advertising**

Just as many people mistakenly equate publicity with public relations, there is also some confusion about the distinction between publicity (one area of public relations) and advertising.

Although publicity and advertising both utilize mass media for dissemination of messages, the format and context are different. *Publicity* – information about an event, an individual or group, or a product—
appears as a news item or feature story in the mass media. Material is prepared by public relations personnel and submitted to the news department for consideration. Editors, known as gatekeepers, determine whether the material will be used or simply thrown away.

Advertising, in contrast, is paid space and broadcast time. Organizations and individuals typically contract with the advertising department of a mass media outlet for a full-page ad or a one-minute commercial. An organization writes the advertisement, decides the type and graphics, and controls where and when the advertisement will be run. In other words, advertising is simply renting space in a mass medium. The lion’s share of revenue for all mass media comes from the selling of advertising space.

Other differences between public relations activities and advertising include:

- Advertising works almost exclusively through mass media outlets; public relations relies on a number of communication tools—brochures, slide presentations, special events, speeches, news releases, feature stories, and so forth.
- Advertising is addressed to external audiences—primarily consumers of goods and services; public relations presents its message to specialized external audiences (stockholders, vendors, community leaders, environmental groups, and so on) and internal publics (employees).
- Advertising is readily identified as a specialized communication function; public relations is broader in scope, dealing with the policies and performance of the entire organization, from the morale of employees to the way telephone operators respond to calls.
- Advertising is often used as a communication tool in public relations, and public relations activity often supports advertising campaigns. Advertising’s function is to sell goods and services; the public relations function is to create an environment in which the organization can thrive. The latter calls for dealing with economic, social, and political factors that can affect the organization.

The major disadvantage of advertising, of course, is the cost. Typically, a full-page ad in Parade magazine, distributed weekly in almost 350 dailies, costs $421,000. Advertising campaigns on network television can run into the millions of dollars. For example, advertisers paid an average of $2.3 million for a Super Bowl ad in 2002. Because of this, companies are increasingly using a tool of public relations—product publicity—that is more cost effective and often more credible because the message appears in a news context.
GROUPING

Now it's high time for your group to formulate some major key-points of the text and be ready to explain the difference between Public Relations and Advertising to your colleagues from another two groups. Be ready to answer their questions (!!!).

2. When listening to reports of groups A and C your task is to understand the difference between PR and Journalism (Group A), PR and Marketing (Group C). If something is not quite clear to you – DO NOT HESITATE TO ASK QUESTIONS!!!

ASSIGNMENT

Read the text again and perform the following tasks.

Agree or Disagree with the Following Statements. Mark them as True or False:

1. Publicity and advertising both utilize mass media for dissemination of messages, but the format and context are different.
2. Both advertising and public relations materials are considered by 'gatekeepers'.
3. Public relations presents its message to external audiences—primarily consumers of goods and services.
4. Public relations is broader in scope than advertising, dealing with the policies and performance of the entire organization.
5. Public relations tool — product publicity — is more cost effective and often more credible than advertising because the message appears in a news context.

Answer the Questions Given Below:

1. What is publicity from the point of view of public relations?
2. Where is material prepared by public relations personnel submitted to for consideration?
3. What is the specificity of the job of gatekeepers?
4. What department of the newspaper would you contact in case you need to publish an advertisement?
5. What is the primary purpose of journalists for gathering and selecting information?
6. Where does revenue for all mass media come from?
7. What kinds of external audiences do public relations and advertising share?
8. What is broader in scope: public relations or advertising?
9. How much are functions of PR different from functions of advertising?
10. Why are most companies increasingly using a tool of public relations—product publicity?
Reading for Details

Split into 3 groups. Group A reads text A. Group B reads text B. Group C reads text C.
Task for Group C. Examine the text carefully paying attention to the key terms highlighted in the text and be ready to explain the difference between Public Relations and Marketing to another group (in your own words).

TEXT C: How Public Relations Differs from Marketing

Public relations is distinct from marketing in several ways, although their boundaries often overlap.

The functions overlap, for example, because both deal with an organization's relationships and employ similar communication tools to reach the public. Both have the ultimate purpose of assuring an organization's success and economic survival. Public relations and marketing, however, approach this task from somewhat different perspectives, or worldviews.

This difference is illustrated by the descriptions of each field that a distinguished panel of educators and practitioners in public relations and marketing developed during a colloquium at San Diego State University. After a day of debate, they formed this definition of public relations:

Public relations is the management process whose goal is to attain and maintain accord and positive behaviors among social groupings on which an organization depends in order to achieve its mission. Its fundamental responsibility is to build and maintain a hospitable environment for an organization.

The group defined marketing's goal in different terms:

Marketing is the management process whose goal is to attract and satisfy customers (or clients) on a long-term basis in order to achieve an organization's economic objectives. Its fundamental responsibility is to build and maintain markets for an organization's products or services.

In other words, public relations is concerned with building relationships and generating goodwill for the organization; marketing is concerned with customers and selling products and services.

James E. Grunig, editor of Excellence in Public Relations and Communication Management, put the differences between public relations and marketing in sharp contrast:

... the marketing function should communicate with the markets for an organization's goods and services. Public relations should be concerned with all the publics of the organization. The major purpose of marketing is to make money for the organization by increasing the slope of the demand curve. The major purpose of public relations is to save money for the organization by building
relationships with publics that constrain or enhance the ability of the organization to meet its mission.

In this passage, Grunig points out a fundamental difference between marketing and public relations in terms of how the public is described. Marketing and advertising professionals tend to speak of "target markets," "consumers," and "customers." Public relations professionals tend to talk of "publics," "audiences," and "stakeholders." These groups may be any publics that are affected by or can affect an organization. According to Grunig, "Publics can arise within stakeholder categories—such as employees, communities, stockholders, governments, members, students, suppliers, and donors, as well as consumers."

Public relations theorists point out another fundamental difference between public relations and marketing. In their view, "excellent" public relations is devoid of persuasion; its ideal purpose is to create mutual understanding and cooperation through two-way dialogue. Marketing, by definition, is persuasive in intent and purpose—to sell products and services.

GROUPING

Now it's high time for your group to formulate some major key-points of the text and be ready to explain the difference between Public Relations and Marketing to your colleagues from another two groups. Be ready to answer their questions (!!!).

When listening to reports of groups A and B your task is to understand the difference between PR and Journalism (Group A), PR and Advertising (Group B). If something is not quite clear to you—DO NOT HESITATE TO ASK QUESTIONS!!!

ASSIGNMENT

Read the text again and perform the following tasks.

Agree or Disagree with the Following Statements. Mark them as True or False:

1. Public relations is different from marketing in several ways, although their boundaries overlap.
2. Both public relations and marketing have the ultimate purpose of assuring an organization’s success and economic survival.
3. Marketing is concerned with building relationships and generating goodwill for the organization; public relations is concerned with customers and selling products and services.
4. The major purpose of public relations is to spend money of the organization by building relationships with publics that constrain or enhance the ability of the organization to meet its mission.
5. Public relations, by definition, is persuasive in intent and purpose — to sell products and services.

Answer the Questions Given Below:

1. How and why do functions of public relations and marketing overlap?
2. What purpose do public relations and marketing have in common?
3. What are the fundamental responsibilities of public relations?
4. What are the goals of marketing as opposed to public relations?
5. What are the primary concerns of public relations and marketing?
6. How can public relations save money for the organization?
7. What terms are used in marketing and advertising for describing their publics?
8. What terms are used in public relations for describing their publics?
9. How much is public relations connected with persuasion?
10. How much are marketing and advertising connected with persuasion?

revision test for “introduction into speciality” module

Task 1. Give Russian equivalents:
1. disseminate 6. publicity
2. facilitate 7. assignment
3. distinguish 8. seasoned
4. awareness 9. implementation
5. scope 10. enhance

Task 2. Match the words on the left with their meanings on the right:
1. public relations a. identify differences between (two or more things or people)
2. objective b. share or exchange information, news, or ideas
3. channel c. recognize or treat (someone or something) as different
4. awareness d. make (an action or process) easy or easier
5. respond e. state or describe exactly the nature, scope, or meaning of something
6. define f. say something in reply
7. facilitate g. having knowledge or perception of a situation or fact
8. communicate h. medium for communication or the passage of information
9. distinguish i. a thing aimed at or sought; a goal; a purpose
10. differentiate j. the professional maintenance of a favorable public image by a company or other organization or a famous person.
Task 3. Choose the only one suitable variant:

1. The unique way we communicate is a fundamental part of the human experience, … humankind from the rest of creation
   a) designating  b) distinguishing  c) disseminating
2. PR deals with products indirectly by means of creation of cognitive … and a positive image of a company or service.
   a) assignment b) application c) awareness
3. Public relations builds relationships and generates goodwill, while … is concerned with an organization’s economic objectives, customers and selling products
   a) marketing b) advertising c) Public relations
4. Public relations helps an organization and its publics … to each other.
   a) differentiate b) adapt mutually c) compile
5. Public relations helps an organization build effective relationships with its publics and makes a contribution to the company’s …
   a) bottom line b) think tank c) endorsement
6. What is prior in the entire process of Public Relations?
   a. creation of cognitive understanding/awareness of the company/organization
   b. creation of a positive image of the company/organization
   c. creation of publicity
7. What is secondary in the entire process of Public Relations?
   a. creation of cognitive understanding/awareness of the company/organization
   b. creation of a positive image of the company/organization
   c. creation of publicity
8. What audiences does Public Relations deal with?
   a. customers and consumers
   b. publics
   c. clients

Task 4. Find out whether the following statements are true or false:

1. Journalism is wider than Public relations in the scope.
2. Whereas public relations personnel are objective observers serving their audience, journalists are advocates of their clients.
3. Public relations tool – product publicity – is more cost effective and often more credible than advertising because the message appears in a news context.
4. Public relations is different from marketing in several ways, although their boundaries overlap.
5. Marketing is concerned with building relationships and generating goodwill for the organization; public relations is concerned with customers and selling products and services.
**Task 5. Translate into English:**

1. Несмотря на то что наиболее распространенным видом деятельности для специалистов по связям с общественностью и журналистов является письменная коммуникация, эти два поля различаются областью действия, целями, целевой аудиторией и каналами информации.

2. Функции связей с общественностью могут накладываться на функции маркетинга, однако связи с общественностью призваны налаживать взаимоотношения и создавать положительную репутацию, в то время как маркетинг ориентируется в основном на заказчиков и технологию продажи товаров.

3. Когда связи с общественностью становятся частью маркетинговой стратегии, этот процесс получает название маркетинговых коммуникаций. Связи с общественностью могут быть использованы для создания условий успешной продажи товаров организациями.

4. Журналисты пишут в основном для массовой аудитории — читателей, слушателей, телезрителей. Для этого и служат средства массовой информации, в которых они работают.

5. Большинство журналистов, учитывая их профессиональную направленность, общаются со своей аудиторией при помощи одного канала (средства массовой информации). Специалисты по связям с общественностью используют различные каналы для доступа к предварительно определенной целевой аудитории.
Unit 2. Levels of communication

This unit gives some general ideas about various levels of communication.

Tease your brain! Think it over

1. Try to give such a definition of communication that depicts its levelled nature.
2. Try to give such a definition of communication that highlights its constituent parts.
3. Try to give such a definition of communication that embodies the mentioning of both the abovementioned aspects.

Part A. Discovering levels of communication

Vocabulary

Read the text about different areas (levels) of communication and check the Russian equivalents of the words and expressions given in the bold type in the X-files section, be ready to complete the X-files table with their English explanations.

Of all the knowledge and skills you have, those concerning communication are among the most important and useful. Through intrapersonal communication you talk with yourself, learn about yourself, evaluate yourself, persuade yourself of this or that, reason about possible decisions to make, and rehearse the messages that you intend to send to others. Through interpersonal communication you interact with others, learn about them and about yourself, and reveal yourself to others. Whether with new acquaintances, old friends, lovers, or family members, it is through interpersonal communication that you establish, maintain, sometimes destroy (and sometimes repair) your personal relationships.

Through small group and organizational communication you interact with others. You solve problems, develop new ideas, and share knowledge and experiences. Your work and social lives are lived largely in groups. From the employment interview to the executive board meeting, from the informal social group having coffee to the formal meeting discussing issues of international concern, you interact in small groups. Through public communication, others inform and persuade you, and you in turn inform and persuade others – to do, to buy, or to think in a particular way, or to change an attitude, opinion, or value.
Through *intercultural communication* you learn about other cultures and about living with different customs, roles and rules. Perhaps most important, you come to understand new ways of thinking and new ways of behaving. Intercultural cooperation begins with *mutual understanding*. Through *mass communication* you are entertained, informed, and persuaded by the media - movies, television, radio, newspapers, and books. Likewise, through your viewing and reading habits and buying patterns, you in turn influence the media in form and content.

<table>
<thead>
<tr>
<th><strong>THE X-FILES</strong></th>
<th><strong>The X-Files</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>to persuade oneself of smth</td>
<td>убеждать кого-то в чем-либо</td>
</tr>
<tr>
<td>to rehearse messages</td>
<td>проговаривать сообщения, репетировать</td>
</tr>
<tr>
<td>to intend to do smth</td>
<td>намереваться сделать что-либо</td>
</tr>
<tr>
<td>to reveal oneself to smb.</td>
<td>открываться, раскрываться кому-либо</td>
</tr>
<tr>
<td>to maintain relations</td>
<td>поддерживать, сохранять отношения</td>
</tr>
<tr>
<td>issues of international concern</td>
<td>вопросы международного значения</td>
</tr>
<tr>
<td>to change an attitude</td>
<td>изменять отношение</td>
</tr>
<tr>
<td>mutual understanding</td>
<td>взаимопонимание</td>
</tr>
</tbody>
</table>

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**Practice**

Using the words from the X-files section continue the sentences:

1. I practice *intrapersonal* communication when _____________________________.
2. Being involved into *interpersonal* communication one _________________________.
3. Communication in *small groups* requires _________________________________.
4. In an *organization* communication presupposes __________________________.
5. In approaching *public* communication one should keep in mind _____________.
6. The importance of *intercultural* communication determined by ______________.
7. *Mass* communication serves a variety of functions _________________________.

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**Practice**

Study the table below where the purposes and some theory- and skill-related concerns of different areas of communication are explored. Fill in the blank spaces with your ideas on the issue.

<table>
<thead>
<tr>
<th>Areas of Human Communication</th>
<th>Some Common Purposes</th>
<th>A Few Theory-related Concerns</th>
<th>A Few Skill-related Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal</td>
<td>To think, reason, analyze, reflect</td>
<td>How does one’s self-concept develop? How does one’s self-concept influence communication? How can problem-solving</td>
<td>Enhancing self-esteem, increasing self-awareness, improving problem-solving and analyzing abilities; increasing self-control; re-</td>
</tr>
<tr>
<td>Category</td>
<td>Activity</td>
<td>Question</td>
<td>Example</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Directing stress; managing interpersonal conflict</td>
<td>What is the relationship between personality and communication?</td>
<td>What is interpersonal effectiveness? Why do people develop relationships?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What holds friends, lovers, and families together? What tears them apart?</td>
</tr>
<tr>
<td>Small group</td>
<td>To share information, generate ideas, solve problems, help</td>
<td>Increasing effectiveness in one-to-one communication, developing and</td>
<td>Increasing effectiveness as a group member, improving leadership abilities,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>maintaining effective relationships (friendship, love, family), improving</td>
<td>using groups to achieve specific purposes (e.g. solving problems,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>conflict resolution abilities.</td>
<td>generating ideas)</td>
</tr>
<tr>
<td>Organizational</td>
<td>To increase productivity, raise morale, inform, persuade</td>
<td>What makes an effective organization? What need must an organization meet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in order to ensure worker morale and productivity? How can organizational</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication be improved?</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>To inform, persuade, entertain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural</td>
<td></td>
<td>How do different cultures treat communication? What prevents meaningful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication between people of different cultures? How can people of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>widely different cultures best communicate?</td>
<td></td>
</tr>
<tr>
<td>Mass</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B. Understanding the Human Communication Process

Regardless of whether it is intrapersonal, interpersonal, small group, public or mass communication, every communication act contains certain elements that only change their form not content when in different communication areas or i.e. settings.

Tease your brain! Think it over

Examine the figure below. Use it as a prompt to explain the process of human communication. Define its key elements. (See the guidelines for writing definitions in the TOOLBOX).

Context of the communication act

Originator of message (source) is ...
Receiver of message (destination) is ...
Message is ...
Feedforward is ...
Feedback is ...
Noise is ...
Channel is ...
Context of the communication act is ...

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Communication refers to the act, by one or more persons, of sending and receiving messages that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback.

The context of communication has at least three dimensions: physical, social-psychological, and temporal. The room or hallway or park in which communication takes place is the physical context – that is, the tangible or concrete environment. This physical context, whatever it is, exerts some influence on our message’s content (what we say) as well as form (how we say it).

Социально-психологический контекст включает в себя статусные отношения между участниками коммуникации, те роли, которые они играют, и игры, которые ведут, а также правила и нормы поведения, которые предписывает культура общества, где происходит общение. Дружественность или недружественность, формальность или неформальность, серьезность или комичность ситуации также составляют социально-психологический контекст.

The temporal (or time) dimension includes the time of day as well as the time in history in which the communication act takes place. For many people, the morning is not a time for communication; for others, the morning is ideal. Time in history is no less important, because the appropriateness and impact of messages depend, in part, on the time in which they are uttered. Consider, for example, how messages on racial, sexual, or religious attitudes and values would be differently framed and responded to at different times in history.

To emphasize that each person involved in communication is both a source (or speaker) and a receiver (or listener) we use the hyphenated term source-receiver. You send messages when you speak, write, gesture, or smile. You receive messages in listening, reading, smelling, and so on. As you send messages, however, you are also receiving messages (you hear yourself, feel your own movements, and see many of your own gestures) and you are receiving the messages of the other person – visually, auditorily, or even through touch or smell. As you speak to anyone, you look at that person for responses – for approval, understanding, sympathy, agreement, and so on. As you decipher these nonverbal signals, you are performing receiving functions.

Сообщения в коммуникации могут принимать разные формы. Мы посылаем и принимаем их либо одним, либо одновременно несколькими органами чувств. И хотя мы традиционно имеем представление о сообщении как о вербальном объекте (устном или письменном), существуют и иные виды сообщений. Мы передаем информацию невербально (без слов). Так, определенного рода сообщение представляет из себя оде-
жда, которую мы носим, наша походка, рукопожатие, причиска, улыбка. Все информативно, и все есть сообщение.

The communication channel is the medium through which the messages pass. Communication rarely takes place over only one channel; rather, we use two, three, or four different channels simultaneously. For example, in face-to-face interactions we speak and listen (vocal channel), but we also gesture and receive these signals visually (visual channels). We also emit and smell odors (olfactory channel). Often we touch one another, and this too communicates (tactile channel).

Обратная связь представляет собой ту информацию, которая возвращается источнику. Она может исходить и от вас самих и от других источников. Когда вы посылаете сообщение, скажем, разговаривая с кем-то, вы себя сами слышите. Таким образом, вы получаете обратную связь от своего собственного сообщения; вы слышите свои слова, чувствуете свои движения и видите то, что пишете. Помимо обратной связи от себя самого, вы получаете ее и от других. Это также проявляется по-разному: в форме улыбки или нахмуренных бровей, кивка головы или несогласного покачивания, похлопывания по спине или удара в нос – все это варианты обратной связи.

Feedforward is information about messages that are to be sent in the future. We frequently preface our messages with such statements as “I may be wrong about this but…”, “I want you to know exactly what happened…”, or “Don’t get the wrong idea, but…”. These messages tell the listener something about future messages.

Шум представляет собой вторжение в коммуникацию посторонних, чуждых элементов, которые искажают изначальное сообщение. Шум может быть физическим (например, когда ваше общение проходит на фоне чужого разговора – он и создает шум), психологическим (предвзятость, предубежденность коммуникантов относительно объектов или субъектов коммуникации), или семантическим (неправильно понимаемые мысли). Шум неизбежно присутствует в любом коммуникативном акте в том или ином виде.

Practice & Translation

Match the Russian and English equivalents and then translate the text into one language.

| 1. искажать изначальное сообщение | a. customarily think of smth |
| 2. декодировать сигналы | b. emphasize |
| 3. проходить через канал | c. preconceived ideas |
| 4. коммуникативное событие | d. fit into |
| 5. предварять сообщения | e. misunderstood meanings |
| 6. принимать разные формы | f. communication event |
| 7. оказывать некоторое давление | g. disturbance in communication |
| 8. неизбежно присутствовать | h. exerts some influence |
| 9. иметь традиционное представление о | i. send back to the source |
| 10. вплетаться | j. distort the initial message |
| 11. придавать особое значение, акцентировать | k. decipher signals |
| 12. возвращаться к источнику | l. preface messages |
| 13. неправильно понимаемые мысли | m. take many forms |
| 14. вторжение в коммуникацию | n. be inevitable |
| 15. предубежденность | o. come from |
| 16. исходить от | p. pass through the medium |

Split into groups of 2-3. Choose an area of communication to describe it with reference to the diagram above. To do it well, respond to the following questions keeping in mind the area of communication you’ve chosen. Present the findings of your group to others.

Questions:

1. Who or what might be designated as a source of communication? Identify as many different types of communication sources as you can.
2. Who or what might be designated by the term destination? Identify as many different types of communication destinations as you can.
3. What forms might noise take? That is, what types of noise might enter or interfere with a communication system? From what sources might noise originate?
4. How can noise be reduced? Might a communication system ever be noise free? Explain.
5. What kinds of information can be fed back from the destination to the source? What kinds of information can be fed forward?
6. Of what value to the source is information fed back from the destination?
7. What kinds of information might sources receive from their own communications?
8. Of what value to the source is information that sources receive from their own communications?
9. What forms can a message take? That is, what signals can be used to communicate information?
10. Over what channels might a message be communicated? That is, what senses can be used by the source and by the receiver in sending and receiving information? What advantages and limitations do each of the senses have in terms of communication?

Writing

Write a paragraph on ‘communication effects as an obligatory/optional element of a communication act’. (See guidelines for writing a paragraph in the TOOLBOX)

Part C. Building Models of Human Communication

There are model airplanes, mathematical models, and models of buildings. Each science provides models of its fundamental objects and processes under research. Communication is not an exception. And these are exactly the models of communication that we are going to explore in this part.
Tease your brain! Think it over

1. What for do people design models of objects and processes?
2. What are the models of communication that you know?
3. What is the reason for a number of different communication models to exist?

Reading for details

Read the text about models of communication and look there for the ideas to support or disprove your opinion on communication modeling significance.

Models of Communication

Models are representations. There are model airplanes, mathematical models, and models of buildings. In each case, the model is designed to provide a simplified view of some more complex object, phenomenon, or process, so that fundamental properties or characteristics can be highlighted and examined. Models highlight some features that their designers believe are particularly critical, and there is less focus on other features. Thus, by examining models, one learns not only about the object, situation, or process, but also about the perspective of the designer.

In communication study, models function in this same way, allowing for the simplification of complex dynamics to help scholars and students better understand the components and processes that are involved. As with other models, communication models also provide important insights into the perspectives of the designers.

One of the first scholars to examine the communication process in terms of its component parts was Aristotle (385-322 B.C.E.), who characterized communication (then called "rhetoric") in terms of an orator (i.e., a speaker) constructing an argument to be presented in a speech to an audience (i.e., listeners). This view is illustrated in visual form in Figure 1. This Aristotelian view of communication usefully highlighted the perspectives of communication thinkers until the midtwentieth century.

In the late 1940s, and through the 1950s and 1960s, a number of new communication models were advanced. Many of the new models preserved the basic themes of the Aristotelian perspective. In 1949, Claude Shannon and Warren Weaver published a model that they called the "Mathematical Model of Communication." Based on their research with telephones and telephonic communication, the model also used boxes and arrows to represent the communication process. However, their view was more complex. They began with the "information source" box and then, using arrows as the connections, progressed on to boxes for the "transmitter," the "channel," the "receiver," and, finally, the "destination."

Box-and-arrow models of communication, of which there have been many over the years, emphasize the components of communication (e.g., a sender, message, and receiver) and the direction of influence. Where arrows go from left to right, that is,
from a sender to a receiver, the implication is that it is the sender who, through mes-
sages or speeches, brings about communication influences on the receiver.

Other models, including a helical-spiral model developed by Frank Dance (1967), a circular model proposed by Lee Thayer (1968), and a "sawtooth" model advanced by Paul Watzlawick, Janet Beavin, and Don Jackson (1967), emphasized the dynamic and evolutionary nature of the communication process rather than the components or the directions of influence.

A "sawtooth" model that is similar to the sort advanced by Watzlawick, Beavin, and Jackson (1967) is shown in Figure 2. The lines represent messages that are exchanged during the course of a communication event. The downward lines with arrows represent messages sent by Person 1, while the upward lines represent messages initiated by Person 2. A model of this sort highlights the communication process, dynamics, and history, while it minimizes the emphasis on direction of influence.

Other types of models that have become popular emphasize communication networks — the flow of messages among individuals in a group or organization, for example. Such a model for a hypothetical group is depicted in Figure 3. Each circle represents an individual, and the arrows denote messages.

Communication models serve to clarify the nature of communication, to provide a guide for research, and to offer a means of displaying research findings. Such models are a tool by which scholars, practitioners, and students can illustrate their thinking about what they consider to be the most important aspects of communication.

Vocabulary

Look through the meanings of the polysemantic words 'representation', 'critical', 'insight, 'advanced' and 'network'. Choose the only one meaning (for each word) that is actualized in the text.

Representation
1) a representing or being represented (in various senses); specif., the fact of representing or being represented in a legislative assembly
2) legislative representatives, collectively
3) a likeness, image, picture, etc.
4) [often pl.] a description, account, or statement of facts, allegations, or arguments, esp. one intended to influence action, persuade hearers, make protest, etc.

Critical
1) tending to find fault; censorious
2) characterized by careful analysis and judgment
3) of critics or criticism
4) of or forming a crisis or turning point; decisive
5) dangerous or risky; causing anxiety
6) of the crisis of a disease

Insight
1) the ability to see and understand clearly the inner nature of things, esp. by intuition
2) a clear understanding of the inner nature of some specific thing
3) a) Psychol. awareness of one’s own mental attitudes and behavior b) Psychiatry recognition of one’s own mental disorder

Advanced
adj.
1) in advance; moved forward; in front
2) far on in life; old
3) ahead or beyond others in progress, complexity, etc. ladvanced studies"
4) higher than usual

from vt.
1) to bring forward; move forward
2) to raise in rank, importance, etc.; promote
3) to help or hasten the success or completion of; further lto advance a project"
4) to put forward; propose

vi.
1) to go forward; move ahead
2) to make progress; improve; develop
3) to rise in rank, importance, etc.
4) to rise in price or cost; increase

Network
1) any arrangement or fabric of parallel wires, threads, etc. crossed at regular intervals by others fastened to them so as to leave open spaces; netting; mesh
2) a thing resembling this in some way; specif., a) a system of roads, canals, veins, etc. that connect with or cross one another b) a group, system, etc. of interconnected or cooperating individuals c) Comput. a system consisting of a computer, or computers, and connected terminals, printers, etc.
3) Radio, TV a) a chain of transmitting stations linked by wire or microwave relay, usually sharing the same programs b) a company that produces programs to be broadcast over such a network
4) the making of nets or netted fabric
Vocabulary Exercises. Take Your Pen

Paraphrase the following statements from the text paying attention to the words and expressions in italics:

1. In each case, the model is designed to provide a simplified view of some more complex object, phenomenon, or process, so that fundamental properties or characteristics can be high-lighted and examined.

2. Where arrows go from left to right, that is, from a sender to a receiver, the implication is that it is the sender who, through messages or speeches, brings about communication influences on the receiver.

3. Communication models serve to clarify the nature of communication, to provide a guide for research, and to offer a means of displaying research findings.

Thinking & Speaking

Prepare an argument to prove that modeling is (un)reasonable in studying communication. (See the guidelines for making an argument in the TOOLBOX)

PROJECT WORK

Project description:

1. In pairs, construct a model of communication in one of the following communication situations. Make your model depict the essential elements and processes or other important aspects of communication that you consider relevant to the situation.

   Situations:
   1. Sitting silently on a bus
   2. Asking for a date on the phone
   3. Selling insurance door-to-door
   4. Conversing with a very close friend
   5. Talking with three or four acquaintances
   6. Delivering a lecture to a class
   7. Persuading an angry crowd to disperse
   8. Arguing with your instructor
   9. Participating in a formal group discussion
   10. Writing a speech for a political candidate
   11. Talking with a member of a different culture
   12. Acting a role in a play

2. Present your model to the rest of the group emphasizing:
   1) the elements involved into the specific situation chosen;
   2) the processes that operate in the specific situation chosen;
3) other relevant aspects of communication in the specific situation chosen;
4) communication effects possible in the specific situation chosen;
5) the area/level of communication the specific situation belongs to.

3. Listen to the presentations of your group mates. While listening mark:
1) the core differences between the models of communication in the situation presented and in the one you have analysed;
2) the elements and processes included into the situation under discussion that might also be included into the general models of communication.

4. Using the notes you took while listening to others’ presentations, discuss together an improved and perfected general model of a communication act.

**Revision Test for "Levels of Communication" Module**

**Task 1. Give Russian equivalents.**
1) mutual
2) understanding
3) rehearse
4) reveal
5) attitude
6) maintain
7) feedback
8) insight
9) implication
10) network

**Task 2. Give English equivalents.**
1) присутствовать
2) декодировать
3) предубежденность
4) источник
5) акцентировать
6) обратная связь
7) шум
8) взаимопонимание
9) убеждать
10) уровень

**Task 3. Choose one suitable word to fill in the sentence:**
1) Through small group and organizational communication you interact with … .
   a) others b) yourself c) organizations
2) Your work and social lives are lived largely in … .
   a) families b) groups c) job place
3) Through … you learn about other cultures and about living with different customs, roles and rules.
   a) intercultural communication b) dialogue c) feedback
4) The context of communication has at least three dimensions: physical, social-psychological, and . . .
   a) timely b) time c) temporal
5) As you decipher these nonverbal signals, you are performing . . . functions.
   a) receiving b) mediating c) sending
6) Box-and-arrow models of communication, of which there have been many over the years, . . . the components of communication (e.g., a sender, message, and receiver) and the direction of influence.
   a) undermine b) emphasize c) reject

Task 4. Give answers to the following questions:
1. How can noise be reduced? Might a communication system ever be noise free?
2. What kinds of information might sources receive from their own communications?
3. What forms can a message take? That is, what signals can be used to communicate information?

Task 5. Find out whether the following statements are true or false:
1. Hierarchy models serve to clarify the nature of communication, to provide a guide for research, and to offer a means of displaying research findings.
2. Models highlight some features that their designers believe are particularly critical, and there is less focus on other features.
3. The communication channel is the medium through which the messages pass.
4. To emphasize that each person involved in communication is both a source (or speaker) and a receiver (or listener) we use the hyphenated term source-receiver.
5. Communication refers to the act, by one or more persons, of sending and receiving messages that are distorted by noise, occur within a context, have some effect, and provide some opportunity for feedback.
6. Through interpersonal communication you are entertained, informed, and persuaded by the media – movies, television, radio, newspapers, and books.
Unit 3. Public relations in close-up

This unit gives some more detailed information about what Public Relations is, what Public Relations does, what major activities PR practitioners perform during their working day and what compensation they get for their work.

Tease your brain! Think it over

1. Have you got any clear ideas about what you are going to do in future, after graduation from the University?
2. What field of information and communication are you dreaming of working in?
3. Do you really need a qualification to enter the field of information and communication?
4. Are you ready to start working being a 1-st or 2-nd year student in case you are given a job offer?
5. What are your expectations of your educational background in 4-5 years time? Will you be well-trained enough to find a job place on your own?

Vocabulary

Read the text and check the words given in the bold type in THE X-FILES section.

Careers in Communications: An Overview

Despite the fact that the field of communication generally consists of three main branches: marketing, advertising and public relations, a newcomer to the profession is supposed to perform his or her professional activity within the one field mainly. As far as public relations seems to be the most general of them and uses theories and practices, strategies and tactics of the first two, speaking about communication we mean public relations.

Public relations helps an organization and its publics adapt mutually to each other. Often, it is a term used to describe both, a way of looking at an organization’s performance and a program of activities.

The public relations function takes many forms in different organizations, including public information, investor relations, public affairs, corporate communications, employee relations, marketing or product publicity, and consumer service or customer relations.

Basic to all public relations, however, is communicating. Well-planned, effectively handled communications are increasingly seen as essential to the success and even existence of organizations and causes in today’s changing world. Every organiza-
tion-government, business, labour, professional, trade, health, cultural, financial, recreational, educational and public service—depends on people. Their attitudes, attention, understanding, and motivation can be critical to the success or failure of an organization or idea.

Public relations, at its best, not only tells an organization's "story" to its publics, but also helps shape the organization and the way it performs. Through research, measurement and evaluation, public relations professionals determine the concerns and expectations of the organization's publics and explain them to management. A responsible and effective public relations program is based on the understanding and support of its publics.

| newcomer | новичок; человек, недавно начавший чем-либо заниматься |
| adapt mutually | взаимно приспосабливаться |
| investor relations | отношения с инвесторами |
| public affairs | связи с общественностью |
| corporate communications | внутриорганизационная коммуникация |
| employee relations | отношения с работниками/сотрудниками внутри организации |
| product publicity | создание имиджа/известности того или иного продукта |
| consumer service | обслуживание потребителей |
| customer relations | отношения с клиентами |

Practice

Use the "X-files" words in the sentences of your own.

Tease your brain! Think it over

Using the words in the X-files section to answer the following questions:
– Is it possible for a newcomer to work within all 3 branches of communication?
– What fields / elements of Public Relations are you dreaming of working at?

Read the information below and speak about your preferences

Start your answer with the conditional sentence:
– If I worked in the field of PR I would choose ...

You might use these constructions:
Well, if you ask me ...
I'm convinced that ...
**As far as I know...**
**It's clear that...**
**To tell you the truth,**
**As a matter of fact**
**I should say here that...**
**I might as well add that...**

---

**PUBLIC RELATIONS ELEMENTS**

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>GOVERNMENT AFFAIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining attitudes and behaviors of publics and their causes in order to plan, implement and measure activities to influence or change the attitudes and behavior.</td>
<td>Relating directly with legislatures and regulatory agencies on behalf of an organization, usually as a central element of a public affairs program; often called &quot;lobbying.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNSELING</th>
<th>ISSUES MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing advice to the management of an organization concerning policies, relationships and communications; in effect, &quot;what to do.&quot;</td>
<td>Identifying and addressing issues of public interest in which an organization is, or should be, concerned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEDIA RELATIONS</th>
<th>INDUSTRY RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relating with communications media in seeking publicity or responding to their interest in an organization.</td>
<td>Relating with trade associations and other firms in an organization's industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMPLOYEE/MEMBER RELATIONS</th>
<th>FINANCIAL RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to concerns and informing and motivating an organization's employees or members, its retirees and their families.</td>
<td>Creating and maintaining investor confidence and building positive relationships with the financial community; also called investor or shareholder relations.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNITY RELATIONS</th>
<th>DEVELOPMENT/FUND RAISING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing, planned and active participation with and within a community to maintain and enhance its environment to the benefit of both an organization and the community.</td>
<td>Demonstrating the need for and encouraging an organization's members, friends, supporters and others to voluntarily contribute to support it.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PUBLIC AFFAIRS</th>
<th>SPECIAL EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing effective involvement in public policy, and helping an organization adapt to public expectations; a term also used by military services and some government agencies to describe their public relations activities.</td>
<td>Stimulating an interest in a person, product or organization by means of a focused &quot;happening;&quot; also, activities designed to enable an organization to listen to and interact with its publics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MULTICULTURAL AFFAIRS</th>
<th>MARKETING COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relating with individuals and groups in minorities.</td>
<td>Combination of activities designed to sell a product, service or idea, including advertising, collateral materials, publicity, promotion, packaging, point-of-sale display, trade shows and special events.</td>
</tr>
</tbody>
</table>
EXTRA Vocabulary. People engaged in Public Relations are called:
- Public Relations practitioners
- Public Relations specialists
- Spin doctors (negative term)
- Public Relations professionals
- Public Relations officers

Reading for Details
Examine the text carefully paying attention to the key terms highlighted in the text and be ready to dwell upon responsibilities of public relations professionals.

RESPONSIBILITIES OF PUBLIC RELATIONS PROFESSIONALS

Most public relations positions involve one or more of these functions:

**PROGRAMMING**
This involves analyzing problems and opportunities, defining goals, identifying the publics (or groups of people whose support or understanding is needed), and recommending and planning activities. It may include budgeting and assignment of responsibilities to the appropriate people, including non-public relations personnel. For example, an organization's president or CEO is often a key figure in public relations activities.

**CULTIVATING RELATIONSHIPS**
Successful public relations professionals develop skills in gathering information from management, colleagues in their organizations and external sources. Continually evaluating what they learn, practitioners formulate recommendations and gain approval for them from their managements. Many public relations activities require working with, and sometimes through, other organizational units such as personnel, legal and marketing staffs. The public relations professional who learns to be persuasive with others will be most effective.

**WRITING AND EDITING**
Since the public relations professional is often trying to reach large groups of people, an important tool is the printed word. Examples of its use are found in reports, news releases, brochures, speeches, video, scripts, trade magazine articles, product information and technical materials, employee publications, newsletters, shareholder reports, and other management communications directed to both organization personnel and external groups. A sound, clear style of writing is a must for public relations work.

**INFORMATION**
Establishing systems for the dissemination of material to appropriate newspaper, broadcast, general and trade publication editors,
and communicating with them to enlist their interest in publishing an organization's news and features are regular public relations activities. This requires knowledge of how newspapers and other media operate, the areas of specialization publications, and the interest of individual editors. (Competition is keen for the attention of editors and broadcasters who have a limited amount of space and time at their disposal.) As a seasoned practitioner put it, "You have to get the right editor of the right publication with the right story at the right time."

Although ideas are accepted on the basis of news and other readership values, an ability to develop relationships of mutual respect and cooperation with the news media can be useful to both the practitioners and the media.

PRODUCTION
Various publications, special reports, videos, and multimedia programs are important ways of communicating. The public relations professional need not be an expert in art, layout, typography, and photography, but background knowledge of the techniques of preparation is needed for intelligent planning and supervision of their use.

SPECIAL EVENTS
News conferences, conventions, anniversary celebrations, contest and award programs, tours and special meetings are only a few of the special events used to gain attention and acceptance of groups of people. They involve careful planning and coordination, attention to detail, preparation of special booklets, publicity materials and reports.

SPEAKING
Public relations work often requires skill in face-to-face communication - finding appropriate platforms, the preparation of speeches for others and the delivery of speeches. The person who can effectively address individuals and groups will enjoy an advantage over those whose facility of expression is limited to writing.

RESEARCH AND EVALUATION
An important activity undertaken by public relations practitioners is fact-gathering. This can be highly personal, through interviews, review of library materials and informal conversations. It also can involve the use of survey techniques and firms specializing in designing and conducting opinion research.

After a program is completed, the public relations professional studies its results and evaluates the program's planning, implementation, and effectiveness. More and more, managements expect research and evaluation from their public relations advisers or staffs.
Agree or Disagree with the Following Statements. Mark them as True or False:

1. Programming involves creating problems and opportunities.
2. Successful public relations professionals develop skills in gathering information from management, colleagues in their organizations and external sources.
3. Since the public relations professional is often trying to reach large groups of people, an important tool is the spoken word.
4. Special events require knowledge of how newspapers and other media operate, the areas of specialization publications, and the interest of individual editors.
5. The person whose facility of expression is limited to writing will enjoy an advantage over those who can effectively address individuals and groups.

**SUMMARIZING:**

Summarize the main idea of each passage in three sentences:

1. What are the most important responsibilities of PR professionals in the field of programming?
2. What are the most important responsibilities of PR professionals in the field of cultivating relationships?
3. What are the most important responsibilities of PR professionals in the field of writing and editing?
4. What are the most important responsibilities of PR professionals in the field of information?
5. What are the most important responsibilities of PR professionals in the field of production?
6. What are the most important responsibilities of PR professionals in the field of special events?
7. What are the most important responsibilities of PR professionals in the field of speaking?
8. What are the most important responsibilities of PR professionals in the field of research and evaluation?

**Vocabulary Exercises. Take Your Pen**

**Task 1.** Give the English equivalents:

- методы подготовки / определять цели / собирать информацию / внешние источники / фоновые знания / опытный специалист

**Task 2.** Give the Russian equivalents:

- dissemination of material / fact-gathering / conducting opinion research / identify the publics / assignment of responsibilities / analyzing problems and opportunities

**Task 3.** Give synonyms:

- goal / opportunity / responsibility / professional / dissemination / evaluate
**Task 4. Give antonyms:**
individual / advantage / personal / regular / responsible / appropriate

**Task 5. Insert prepositions:**
1. Many public relations activities require working ..., and sometimes ..., other organizational units.
2. Examples ..., its use are found ..., reports, news releases, brochures.
3. Establishing systems ..., the dissemination ..., material ..., appropriate newspaper, broadcast, general and trade publication editors, and communicating ..., them to enlist their interest ..., publishing an organization's news and features are regular public relations activities.
4. Competition is keen ..., the attention of editors and broadcasters who have a limited amount ..., space and time ..., their disposal.
5. They involve careful planning and coordination, attention ..., detail, preparation ..., special booklets, publicity materials and reports.

**WATCHING: "Communications that Count"**

"Communications that Count" introduces the public relations "novice" to the field, using case histories that explore different facets of modern public relations practice including media relations, shareholder relations, community relations, public affairs and publicity.

This video shows a day in the life of public relations practitioner, Carla Jennings, and new CEO, George Moran. In the opening of this video, the CEO explains that the company must cut costs in order to survive. Part of Mr. Moran's survival strategy is the elimination of "unnecessary" activities. Unlike functions such as management information systems and finance, he is unsure about the contribution public relations makes to the bottom line. Ms. Jennings' challenge is to make her CEO understand how public relations helps an organization build effective relationships with its publics and makes a contribution to the company's bottom line. She educates Mr. Moran by using case studies that demonstrate effective public relations.

**Vocabulary**

Study the following words in order to facilitate comprehension while watching the film.

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
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<tbody>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>bottom-line</td>
<td>the underlying and most important factor</td>
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</table>
### The X Files

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
<th>Translation</th>
</tr>
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<tbody>
<tr>
<td>contribute to</td>
<td>give something (money, assistance) in order to help achieve or provide something</td>
<td>вносить вклад; содействовать, способствовать</td>
</tr>
<tr>
<td>endorsement</td>
<td>an act of giving one's public approval or support to someone or something</td>
<td>поддержка; одобрение</td>
</tr>
<tr>
<td>think tank</td>
<td>a body of experts providing advice and ideas on specific political or economic problems</td>
<td>исследовательский, научный центр</td>
</tr>
<tr>
<td>enhance</td>
<td>intensify, increase, or further improve the quality, value, or extent of something</td>
<td>увеличивать, усиливать, улучшать</td>
</tr>
<tr>
<td>crucial</td>
<td>decisive or critical, esp. in the success or failure of something; of great importance</td>
<td>ключевой, наиболее значительный, решающий, важный</td>
</tr>
</tbody>
</table>

### Watching

Watch the film “Communications that Count”. While watching the video your task is to pay special attention to each of the episodes and determine the ways how public relations can contribute to “the bottom line” (success) of an organization.

### Some Ways Public Relations Contributes to the Bottom Line

<table>
<thead>
<tr>
<th>Episodes</th>
<th>Way/Process</th>
<th>Principal Activities</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Episode 1. &quot;Eastman Kodak&quot;</td>
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<tr>
<td>Episode 2. &quot;MetPath – medical testing laboratory&quot;</td>
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<td>Episode 3. &quot;PFG - Principal Financial Group&quot;</td>
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<td>Episode 4. &quot;Southwestern Bell&quot;</td>
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<tr>
<td>Episode 5. &quot;Prudential Insurance Company&quot;</td>
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<tr>
<td>Episode 6. &quot;New York Bar Association&quot;</td>
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<tr>
<td>Episode 7. &quot;Johnson &amp; Johnson&quot;</td>
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<tr>
<td>Episode 8. &quot;B.F. Goodrich Aerospace&quot;</td>
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</tbody>
</table>
After watching the film for the second time be ready to answer these questions:

1. Which of the companies mentioned in the case studies had the most innovative public relations plan? The most effective?
2. How did the organizations mentioned in Communications that Count build relationships with community members?
3. How did the organizations mentioned in Communications that Count influence federal legislation?
4. The video used Johnson & Johnson's handling of the Tylenol case to demonstrate how effective public relations can be in a crisis situation. Are there other crises you know of in which public relations played a part? If so, was the public relations effort effective or ineffective? Why?
5. After viewing Communications that Count, do you think public relations will become more or less important to organizations over the coming decade? Why?

Thinking & Speaking

Dwell on the following questions.

1. Did Communications that Count change your impression of what public relations is? If so, how?
2. How does public relations contribute to "the bottom line" of an organization?

Vocabulary

Study the following words in the X files section.

<table>
<thead>
<tr>
<th>schedule</th>
<th>a plan for carrying out a process or procedure</th>
<th>программа, план работы; повестка дня</th>
</tr>
</thead>
<tbody>
<tr>
<td>deliver</td>
<td>bring and hand over smth to the proper recipient or address</td>
<td>посылать; доставлять</td>
</tr>
<tr>
<td>compile</td>
<td>collect (information) in order to produce something</td>
<td>составлять</td>
</tr>
<tr>
<td>upcoming</td>
<td>forthcoming; about to happen</td>
<td>наступающий</td>
</tr>
<tr>
<td>proofread</td>
<td>read and mark any errors</td>
<td>вычитывать</td>
</tr>
<tr>
<td>tabulate</td>
<td>arrange (data) in tabular form</td>
<td>сводить в таблицы</td>
</tr>
<tr>
<td>deadline</td>
<td>the latest time or date by which something should be completed</td>
<td>предельный срок, дедлайн</td>
</tr>
<tr>
<td>baccalaureate degree</td>
<td>a university bachelor's degree (BA)</td>
<td>степень бакалавра</td>
</tr>
</tbody>
</table>

Practice

Use the "X-files" words in the sentences of your own.
WORKING IN THE FIELD OF PUBLIC RELATIONS

THE TYPICAL DAY AT WORK
Public relations offices are busy places; work schedules are irregular and frequently interrupted. The junior employee may answer calls for information from the press and public, work on invitation lists and details for a press conference, escort visitors and clients, help with research, write brochures, deliver releases to editorial offices, and compile media distribution lists.

Employees will brief their management on upcoming meetings, help write reports, speeches, presentations and letters, research case histories, help produce displays and other audiovisual materials, proofread copy, select photographs for publication, arrange for holiday and other remembrances, conduct surveys and tabulate questionnaires, and work with letter shops and printers.

Public relations programs operate against deadlines. Under such high-pressure conditions, nine-to-five schedules go out the window. Public relations executives are not tied to their desks for long periods. Meetings, community functions, business lunches, travel assignments, special speaking and writing commitments, and unscheduled work on "crisis" situations often mean long hours.

SALARIES
Due to the growth of the public relations field, public relations practitioners tend to be well paid, although the range of compensation is broad. Earnings depend on such factors as the individuals' qualifications and experience, responsibilities of the position, financial strength of the organization, and the general state of the economy. The average entry-level salary in public relations for a person with a baccalaureate degree is approximately $18,000 – $22,000. Those with additional education or experience, as well as graduating members of the Public Relations Student Society of America, could qualify for higher salaries.

An account executive of a consulting firm can earn upwards of $35,000 as will a person with a comparable responsibility in a company's public relations department. A public relations director for a small- to medium-sized organization may earn $35,000 to $40,000 while the range for the large corporation more likely would be $40,000 to $60,000. Salaries from $75,000 to $150,000 are earned by a number of seasoned public relations executives, who often carry the title of vice president.
Agree or Disagree with the Following Statements. Mark them as True or False:

1. Public relations offices are busy places; work schedules are irregular and frequently interrupted.
2. The junior employee generally works very hard and performs various activities.
3. Public relations professionals always meet deadlines.
4. Entry-level public relations practitioners tend to be extremely well paid.
5. The average entry-level salary in public relations for a person with a Master's degree is approximately $18,000 – $22,000.

Answer the Questions Given Below:

1. What are the core responsibilities of junior employees in PR?
2. How do high-pressure conditions correlate with nine-to-five schedules?
3. What factors do earnings in PR depend on?
4. Does additional education or experience mean better salaries?
5. Whose salary in PR is the highest?

ESSAY WRITING!

Your task is to write an essay on the following topic "The way I see my future carrier in Public Relations" where you should underline:

1) what field of public relations you are most interested in;
2) what kind of activities you are ready and willing to do;
3) what kind of salary you are expecting to receive;
4) what your typical working day looks like.

See the guidelines for writing essays in the TOOLBOX. Be ready to use the following expressions for linking your narration:

It’s common knowledge that...
I can’t but agree that...
Needless to say that ...
If I’ve got it right...
What I really mean is...
In other words...
I’m inclined to think that ...
I’m convinced that ...
It’s difficult to explain that ...
The idea of being able to... intrigued me ...
It’s perfectly evident that ...
revision test for "public relations in close-up" module

**Task 1. Give Russian equivalents:**
1. adapt
2. publicity
3. corporate
4. bottom line
5. employee
6. assignment
7. shareholder
8. enlist
9. seasoned
10. implementation

**Task 2. Give English equivalents:**
1. распределение
2. инструмент
3. макет одобрение, признание
4. осуществление, реализация
5. внешние источники
6. опытный специалист
7. увеличивать, усиливать, улучшать
8. исследовательский, научный центр
9. предельный срок
10. программа, план работы;

**Task 3. Match the words on the left with their meanings on the right:**
1. special events A. Combination of activities designed to sell a product, service or idea, including advertising, collateral materials, publicity, promotion, packaging, point-of-sale display, trade shows and special events.
2. multicultural affairs B. Stimulating an interest in a person, product or organization by means of a focused "happening;" also, activities designed to enable an organization to listen to and interact with its publics.
3. marketing communications C. Providing advice to the management of an organization concerning policies, relationships and communications; in effect, "what to do."
4. counselling D. Relating with individuals and groups in minorities
5. media relations E. Relating with trade associations and other firms in an organization's industry.
6. industry relations F. Relating with communications media in seeking publicity or responding to their interest in an organization.
7. community relations G. Relating directly with legislatures and regulatory agencies on behalf of an organization, usually as a central element of a public affairs program; often called "lobbying."
8. government affairs H. Continuing, planned and active participation with and within a community to maintain and enhance its environment to the benefit of both an organization and the community

**Task 4. Choose one suitable word to fill in the sentence:**
1. Public relations, at its best, not only tells an organization's "story" to its …, but also helps shape the organization and the way it performs.
   a) specialists b) employees c) publics
2. A responsible and effective … program is based on the understanding and support of its publics.
   a) public relations b) government c) marketing
3. Various publications, special reports, videos, and multimedia programs are important ways of ... .
   a) marketing  b) communicating  c) Public relations
4. Public relations offices are busy places; work ... are irregular and frequently interrupted.
   a) hours  b) days  c) schedules
5. The average ... salary in public relations for a person with a baccalaureate degree is approximately $18,000–$22,000.
   a) bottom line  b) entry-level  c) deadline

Task 5. Find out whether the following statements are true or false:
1. Since the public relations professional is often trying to reach large groups of people, an important tool is the spoken word.
2. Special events require knowledge of how newspapers and other media operate, the areas of specialization publications, and the interest of individual editors.
3. The junior employee generally works very hard and performs various activities.
4. Entry-level public relations practitioners tend to be extremely well paid.
5. Public relations professionals always meet deadlines.

Task 6. Translate into Belarusian / Russian:
1. The public relations function takes many forms in different organizations, including public information, investor relations, public affairs, corporate communications, employee relations, marketing or product publicity, and consumer service or customer relations.
2. Since the public relations professional is often trying to reach large groups of people, an important tool is the printed word.
3. Various publications, special reports, videos, and multimedia programs are important ways of communicating.
4. Public relations work often requires skill in face-to-face communication - finding appropriate platforms, the preparation of speeches for others and the delivery of speeches.
5. Public relations programs operate against deadlines.
6. Under such high-pressure conditions, nine-to-five schedules go out the window.
7. Public relations executives are not tied to their desks for long periods.
This unit gives some general ideas about training for information and communication specialty abroad, mainly in the United States and Europe. You will also have an opportunity to compare the training process abroad with your own curriculum at the Belarusian State University.

**Tease your brain! Think it over**

**Activity 1:** Work in groups of 2 or 3 and list 10 most important features (character traits) of an ideal specialist in information and communication.

**Activity 2:** Now list 10 most important features (character traits) of an ideal information and communication practitioner as they are given in the COMMENTARY and compare them with your own list.

**Commentary:**

Because information and communication covers many kinds of tasks, there is no single set of “ideal” qualifications. Most people think of information and communication executives as highly articulate and imaginative individuals. Yet, information and communication executives themselves stress judgement as the most important single qualification needed in their field.

The public relations practitioner is a “counsellor whose advice and services are often sought when an organization faces the prospect of trouble”. Therefore, it is important to develop the capacity to think analytically under pressure, to draw out necessary information, and to express persuasive practical solutions. Other qualities needed by the public relations work include:

- Imagination, for coping with present problems and anticipating future ones;
- Communication skills, with demonstrable competence in writing;
- Personal confidence, for successful face-to-face contacts with individuals and groups;
- Sensitivity to other people (simply to “like People” will not help a candidate get a job);
- Both diplomacy and a more-than-ordinary ability to place oneself in the shoes of another are important in public relations work;
- Organizing and planning ability, applied to oneself and others;
- As with many other occupations, managerial skills are invaluable for successfully climbing the public relations ladder.
### Vocabulary

Study the words in the X FILES section.

<table>
<thead>
<tr>
<th>terme</th>
<th>definition</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>career</td>
<td>an occupation undertaken for a significant period of a person's life and with opportunities for progress</td>
<td>карьера; род деятельности</td>
</tr>
<tr>
<td>gain</td>
<td>obtain or secure (something desired, favourable, or profitable)</td>
<td>получить, приобретать</td>
</tr>
<tr>
<td>internship</td>
<td>being a student or trainee who works, sometimes without pay, at a trade or occupation in order to gain work experience.</td>
<td>интернатура (статус интерна, практиканта)</td>
</tr>
<tr>
<td>major</td>
<td>a student's principal subject or course</td>
<td>профилирующая дисциплина (в); дисциплина специализации</td>
</tr>
<tr>
<td>minor</td>
<td>a college student's subsidiary subject or area of concentration</td>
<td>неосновная, непроявляющаяся дисциплина (в университете, колледже)</td>
</tr>
<tr>
<td>applicants</td>
<td>a person who makes a formal application for something, typically a job</td>
<td>претендент, соискатель</td>
</tr>
<tr>
<td>portfolio</td>
<td>a set of pieces of creative work collected by someone to display their skills, esp. to a potential employer</td>
<td>серия работ, документов, бумаг и т.д., объединенных общей темой</td>
</tr>
<tr>
<td>designation</td>
<td>the choosing and naming of someone to be the holder of an official position</td>
<td>назначение (на должность, для исполнения определенных обязанностей)</td>
</tr>
<tr>
<td>accreditation</td>
<td>(of an official body) give authority or sanction to (someone or something) when recognized standards have been met</td>
<td>признание соответствующих официальных норм</td>
</tr>
</tbody>
</table>

### Practice

Use the "X-files" words in the sentences of your own.

### Reading for details

Examine the text carefully paying attention to the key terms highlighted in the text and be ready to dwell upon training and qualifications of PR practitioners (in your own words).

### TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

There are no defined standards for entry into a public relations career. A college degree combined with public relations experience,
usually gained through an internship, is considered excellent preparation for public relations work; in fact, internships are becoming vital to obtaining employment. The ability to communicate effectively is essential. Many entry-level public relations specialists have a college major in public relations, journalism, advertising, or communication. Some firms seek college graduates who have worked in electronic or print journalism. Other employers seek applicants with demonstrated communication skills and training or experience in a field related to the firm’s business-information technology, health, science, engineering, sales, or finance, for example.

Many colleges and universities offer bachelor’s and postsecondary degrees in public relations, usually in a journalism or communications department. In addition, many other colleges offer at least one course in this field. A common public relations sequence includes courses in public relations principles and techniques; public relations management and administration, including organizational development; writing, emphasizing news releases, proposals, annual reports, scripts, speeches, and related items; visual communications, including desktop publishing and computer graphics; and research, emphasizing social science research and survey design and implementation. Courses in advertising, journalism, business administration, finance, political science, psychology, sociology, and creative writing also are helpful. Specialties are offered in public relations for business, government, and nonprofit organizations.

Many colleges help students gain part-time internships in public relations that provide valuable experience and training. The U.S. Armed Forces also can be an excellent place to gain training and experience. Membership in local chapters of the Public Relations Student Society of America (affiliated with the Public Relations Society of America) or the International Association of Business Communicators provides an opportunity for students to exchange views with public relations specialists and to make professional contacts that may help them find a job in the field. A portfolio of published articles, television or radio programs, slide presentations, and other work is an asset in finding a job. Writing for a school publication or television or radio station provides valuable experience and material for one’s portfolio.

Creativity, initiative, good judgment, and the ability to express thoughts clearly and simply are essential. Decision making, problem-solving, and research skills also are important. People who choose public relations as a career need an outgoing personality, self-confidence, an understanding of human psychology, and an enthusiasm for motivating people. They should be competitive, yet able to function as part of a team and open to new ideas. Some organizations, particularly those with large public relations staffs, have formal training programs for new employees. In smaller organizations, new employees work under the guidance of experi-
enced staff members. Beginners often maintain files of material about company activities, scan newspapers and magazines for appropriate articles to clip, and assemble information for speeches and pamphlets. They also may answer calls from the press and public, work on invitation lists and details for press conferences, or escort visitors and clients. After gaining experience, they write news releases, speeches, and articles for publication or design and carry out public relations programs. Public relations specialists in smaller firms usually get all-around experience, whereas those in larger firms tend to be more specialized.

The Public Relations Society of America accredits public relations specialists who have at least 5 years of experience in the field and have passed a comprehensive 6-hour examination (5 hours written, 1 hour oral). The International Association of Business Communicators also has an accreditation program for professionals in the communication field, including public relations specialists. Those who meet all the requirements of the program earn the Accredited Business Communicator (ABC) designation. Candidates must have at least 5 years of experience in a communication field and pass a written and oral examination. They also must submit a portfolio of work samples demonstrating involvement in a range of communication projects and a thorough understanding of communication planning. Employers may consider professional recognition through accreditation a sign of competence in this field, which could be especially helpful in a competitive job market.

Promotion to supervisory jobs may come as public relations specialists show that they can handle more demanding assignments. In public relations firms, a beginner might be hired as a research assistant or account coordinator and be promoted to account executive, senior account executive, account manager, and, eventually, vice president. A similar career path is followed in corporate public relations, although the titles may differ. Some experienced public relations specialists start their own consulting firms.

### Fill-in the Chart

**Fill in the following chart with positions that an entrant to PR may hold:**

<table>
<thead>
<tr>
<th>1.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>6</td>
</tr>
</tbody>
</table>

### Agree or Disagree with the Following Statements. Mark them as True or False.

1. There are some defined standards for entry into a public relations career.
2. Many entry-level public relations specialists have a college major in public relations, journalism, advertising, or communication.
3. Many colleges and universities offer bachelor’s and postsecondary degrees in public relations, usually in a journalism or communications department.

4. Courses in advertising, journalism, business administration, finance, political science, psychology, sociology, and creative writing also are not helpful for PR practitioners.

5. Many colleges help seasoned PR practitioners gain part-time internships in public relations that provide valuable experience and training.

**Answer the Questions Given Below:**

1. Are there any defined standards for entry into a public relations career?
2. List the most important skills that PR entrants must have.
3. What educational requirement are necessary for entering public relations?
4. What does a common public relations sequence include?
5. Is internship a necessary part of training process and how is it organized?
6. What public associations work in the sphere of PR education and training?

**Watching**

*Watch the third episode of the lecture of Prof. Byron Renz “Introduction into Specialty”. While watching the video your task is to answer the following questions:*

1. What are the relationships between Public Relations and Speech Communication?
2. How is the principle of interdisciplinarity implemented in PR training?
3. What theoretical knowledge is necessary to get a profound training in PR?
4. What practical skills are necessary to get a profound training in PR?
5. What gender peculiarities inside PR can be observed in the PR-World nowadays?

**Further Reading**

**WORK EXPERIENCE**

Many of today's senior public relations professionals began their careers as journalists. For the majority with this background, public relations work represented a change of career objectives. A number of graduates still seek out journalism jobs, but as a specific stepping stone to public relations. With the growth of college training for public relations, it is possible that the importance of a journalism apprenticeship will diminish. But, there remains something to be said about a journalism background. The experience gained in writing, personal contact and other aspects of work for metropolitan or smaller newspapers, general or trade magazines and broadcasting media is still deemed important by a majority of public relations employers. To a far lesser extent, experience in general business, marketing, advertising and selling is considered useful for public relations work. Sometimes work in specialized fields-such as finance, engineering, medicine and public or educational administration-can provide valuable background for a particular public relations position.
Outside activities-freelance writing, community organization work, election and fund campaigning, public speaking-are often looked upon favourably as supporting experience. Internships with public relations counselling firms, corporate departments or nonprofit organizations are extremely valuable for people still attending school. Professionally supervised, internships provide bona fide, hands-on public relations experience. The most valuable internships are those involving assignments of one or more of the following duties: writing, layout, and editing for external or internal publications, promotional material, and brochures; news gathering; news release and feature writing; research and report writing; preparing local media lists; designing audiovisual presentations; helping to arrange or to take part in special events; and assisting in fundraising programs. Graduates with one or more such internships have an edge in the entry-level job market.

GROUPING: split into three groups.

Now it's high time for your groups to read the curricula of some foreign universities and colleges offering a degree in Public Relations. Your task is to read these materials thoroughly and work out a common presentation of the University/college in order to attract as many your group mates as it is possible. Try to emphasize not the geographical location of the University but the quality of academic preparation.

GROUP # 1.

Vesalius College
International Education in the Capital of Europe

Bachelor of Arts – Communications

Brussels is one of the world’s top-five communication centers, with the European Union, NATO and hundreds of non-governmental organizations and multinational corporations headquartered in the city. The Communications major at Vesalius College takes advantage of these unique opportunities to prepare students for a variety of careers in communication, in the media and other business industries.

Throughout the program students develop a conceptual understanding of mass and organizational communication and their social, economic and political dimensions. They learn the function and organization of institutions and industries and the social responsibilities of professional communicators.

In addition to a conceptual approach, students are trained in essential practical skills such as writing, editing and presenting information across a variety of audiences. Students are also required to take an internship with a company or institution in Brussels for gaining practical experience in international communications.

By the conclusion of the program, students are prepared to begin successful careers as communications professionals in journalism, public relations, media
management, advertising, HR, publishing or work for the communications departments of big corporations.

Finally, students are also prepared for continued study at the graduate level in various communication fields including journalism, human communication, mass communication, business communication, film studies, European communications studies, media studies and cultural studies.

GROUP # 2.

Public Relations on BA Media Studies

This new pathway gives you a chance to specialise in public relations while studying in London, the hub of Europe's PR industry. The pathway covers all key aspects of public relations practice. These include concrete skills, such as the abilities to run a press conference, to create high quality written work for a range of audiences, and to construct a website. Just as importantly, you will gain an understanding of how to set up, run and evaluate a PR campaign. The course also gives you lots of experience in giving presentations.

Alongside your studies of PR practice you will also gain an up-to-date, critical understanding of the PR industry.

All the teaching staff on the PR pathway have many years' experience in different parts of the PR industry. We also benefit from having the UK's PR industry on our doorstep: throughout the course you will hear from and meet a range of PR practitioners working within different fields in London and beyond.

The inclusion of PR within our long-established BA Media Studies programme reflects our belief that would-be PR practitioners will benefit from a good understanding of the media and the way in which journalists work. To this end you will study a range of journalistic techniques and media theory alongside the specific PR modules.

Year One

During the first year we will introduce some basic, practical skills, including techniques for handling the media. You will produce a portfolio of written work including press releases, leaflets and internal communications material. Together with your fellow students you will set up and run a press conference. You will also design an individual website with the aim of using it as a PR tool.

At the same time, you will look at the PR industry and the role it plays in social, political and economic life and its relationship to the media. Your lectures and seminars may cover everything from celebrity and consumer PR through to the controversial role played by political spin doctors, the role propaganda plays in contemporary wars, and considering who has the upper hand: journalists or PR people.

Year Two

During the first half of the academic year you will focus on PR campaigns. You will undertake a case-study of a real-life PR campaign, and, responding to brief, develop and present your ideas for your own PR campaign. You will also prepare a portfolio of desk-top-publishing quality material.
During the second half of the year you will have the opportunity to take a module in Corporate Communications. This will enable you to devise and present an effective communication strategy, while applying a range of analytical techniques to evaluating the communication programmes of major players in global marketplace.

Year Three
You will undertake a final public relations project which will involve planning and implementing a PR campaign. You will also take a final module in which you will look at some of current issues in PR, bringing you up to date with the latest thinking as you prepare to enter the industry.

GROUP # 3.

Online Bachelor of Arts in Communications Degree Program
Concentration: Public Relations

Start your Bachelor of Arts degree in Journalism and Communications today!

Start your exciting career in Public Relations by enrolling and starting your online Journalism and Communications degree program at Canyon College! Earning your Bachelor of Arts in Journalism and Communications with a concentration in Public Relations may enhance the opportunities available professionals working in a public relations department. Earning your Journalism and Communications degree online affords you the opportunity to complete your education in the convenience of your home or at work.

The Bachelor of Arts in Journalism and Communications, BA degree program in Public Relations is designed as a semi self-paced, guided and mentored independent study program. The online Journalism and Communications degree is designed for people working in a public relations department, as well as those individuals who would like to enter this field or journalism. Earning a Journalism and Communications degree online affords individuals who work a full-time job to earn their Bachelors degree, while still maintaining their current jobs.

Foundation Courses: (Required)
JC325 - Theories of Communications
JC335 - Sociology of Mass Communications
JC453 - Studies in Intercultural Communications

Core Courses: (Select 7, including one of the courses denoted with an asterisk)
JC305 - Introduction to Public Relations
JC358 - Persuasive Communications
JC360 - Public Speaking (current course)
JC374 - Public Relations Case Studies
JC378 - Communication Research Methods
JC395 - Public Relations Management
JC404 - Political Communications
JC475 - * Advertising Campaigns
JC476 - * Public Relations Campaigns
JC487 - Public Relations: An International Perspective

58
Electives: (Select 3)
JC306 – Theory & Influence of Media
JC318 – Persuasive Writing
JC327 – Professional Speaking
JC459 – Telecommunications Theory and Technology
JC478 – Mass Media: Law and Regulation

Requirements:
The online Bachelors of Arts in Journalism and Communications degree program requires completion of three (3) foundation courses, seven (7) core courses, and three (3) electives for a total of thirteen (13) courses unless the student has transferable credits and/or life credits in which case fewer courses may be required.

PROJECT WORK

Compare the training process at one of the foreign universities with the one at the Belarusian State University

Information and Communication at the Faculty of Journalism

Изначально в учебный план специальности “Информация и коммуникация” на факультете журналистики закладывалось три специализации: аудиовизуальная коммуникация, связь с общественностью (т. е. PR), рекламная коммуникация. На первом и втором курсах студенты получают общепрофессиональное образование, а также первичные знания, необходимые всем специалистам в области коммуникации. С третьего курса они слушают дисциплины специализации и спецкурсы, связанные с теорией и практикой коммуникации.
АГУЛЬНАПРАФЕСІЙНЫЯ І СПЕЦЫЯЛЬНЫЯ ДЫСЦЫПЛІНЫ
Сучасная беларуская мова
Сучасная русская мова
Стылістыка мовы і літаратурнае рэдагаванне
Асновы тэорыі літаратуры
Беларуская літаратура
Руская літаратура
Замежная літаратура
Гісторыя журналісткі і камунікацый
Асновы журналісткі
Асновы фотажурналісткі
Асновы літаратурна-рэдактарскай дзеянасці
Асновы інфармацыйна-камунікацыйнай дзеянасці
Асновы тэлерадыёжурналісткі
Асновы міжнароднай журналісткі
Гісторыя мастацтваў
Культуралогія
Тэхніка і тэхнолоія СМІ:
  • Асновы паліграфіі
  • Тэхніка РТБ
  • Асновы фатаграфіі
  • Дызайн газеты
  • Камп'ютарная вёрстка
Асновы творчай дзеянасці журналіста
Прафесійная этыка
Тэорыя інфармацыі і камунікацый
Эканоміка і менеджмент камунікацый
Прававыя асновы камунікацый
Палітычная камунікацый
Сцягіёлагія камунікацый
Псіхалогія камунікацый
Праграмнае забеспячэнне мультымедыйных тэхнолоій
Камунікацыйная лінгвістыка
Семіялогія
Дысцпліны па выборы студэнта (с/к)
Сучасная міжнародная адносіны
Міжнародная камунікацый
Рыторыка
Актуальныя праблемы камунікацый

ДЫСЦЫПЛІНЫ СПЕЦЫЯЛІЗАЦЫЙ
Дысцпліны па рашэнні Савета факультэта:
Курсы па профілю
Курсы па выборы студэнта (С/К)

ДАДАТКОВЫЯ ВІДЫ НАВУЧАННЯ
Фізкультурна-аздараўленчыя і спартыўныя заняткі
Медыцынскай падрыхтоўка
Спецпадрыхтоўка

23.01.07.01 Аўдыёвізуальная камунікацый
1. Арганізацыя сучаснай аўдыёвізуальнай вытворчасці.
2. Аналіз электроннай камунікацый.
3. Эстэтыка электронных СМК.
4. Рэдагаванне аўдыёвізуальних паведамленняў.
5. Сучасная электронная камунікацыя.

23.01.07.02 Інфармацыя і камунікацыя ў сістэме грамадскіх сувязей
1. Арганізацыя інфармацыйных паслуг.
2. Метады вербальнай камунікацыі.
3. Комунікацыя ў арганізацыях.
4. Стылістыка тэкстаў сацыяльнай камунікацыі.
5. Сучасны PR.

23.01.07.03 Рэкламная камунікацыя
1. Арганізацыя рэкламнай камунікацыі.
2. Рэклама ў сістэме СМК.
3. Маркетынг рекламнай камунікацыі.
4. Семіялогія рекламы.

---

**Information and Communication at the Faculty of Philosophy and Social Sciences**

Отделение информации и коммуникаций Факультета философии и социальных наук БГУ выпускает специалистов по информации и коммуникации на базе широкой общегуманитарной подготовки, включающей философию, социологию, психологию, лингвистику, семиотику, а также современные компьютерные технологии обработки и анализа информации. Основными направлениями специальной подготовки здесь являются социальные технологии, исследования коммуникации, использование современных информационных технологий в менеджменте, маркетинге, образовании и политике.

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<tr>
<th>1 КУРС</th>
<th>1 Семестр</th>
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<td>6 Канцэпцыі сучаснага прыродзнаўства</td>
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<td>8 Інфарматыка</td>
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<td>9 Уводзіны ў спецыяльнасць, у т. л. ахова працы</td>
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<td>2 Філасофія</td>
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<td>5 Замежная мова</td>
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<td>7 Інфарматыка</td>
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<tr>
<td>8 Сацыяльная псіхалогія</td>
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<tr>
<td>9 Гісторыя інфармацый і камунікацыі</td>
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<tr>
<td>10 Прыкладная статыстыка ў сацыяльных навуках</td>
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<td>Замежная мова</td>
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<td>Асновы лінгвістыкі</td>
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<td>6</td>
<td>Сацыяльная філасофія</td>
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<td>Псіхалогія камунікацыі</td>
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<td>Прыкладная статыстыка ў сацыяльных навуках</td>
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<td>9</td>
<td>Метадалогія і метады даследаванняў камунікацыі</td>
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4 семестр

| 1 | Культуралогія |
| 2 | Замежная мова |
| 3 | Камп'ютерныя сістэмы апрацоўкі дадзеных |
| 4 | Сацыялогія |
| 5 | Моўная камунікацыя |
| 6 | Эканоміка арганізацыі |
| 7 | Сацыяльная і эканамічная статыстыка |
| 8 | Метадалогія і метады даследаванняў камунікацыі |

5 семestr

| 3 | КУРС |
| 1 | Паліталогія |
| 2 | Замежная мова |
| 3 | Асновы семіялогіі |
| 4 | Сацыялагічныя канцэпцыі камунікацыі |
| 5 | Сацыяльная і эканамічна статыстыка |
| 6 | Камунікацыйная і інфармацыйная працэсы ў арганізацыях |
| 7 | Інфармацыйныя сеткі і сістэмы |
| 8 | Сучасная камунікацыйная тэхналогіі |
| 9 | Метадалогія і метады даследаванняў камунікацыі |

6 семестр

| 4 | КУРС |
| 1 | Паліталогія |
| 2 | Замежная мова |
| 3 | Тэорыя камунікацыя |
| 4 | Сацыялогія масавай камунікацыі |
| 5 | Асновы маркетнінга |
| 6 | Асновы менеджmentа |
| 7 | Метадалогія і метады даследаванняў камунікацыі |
| 8 | Web-дизайн |
| 9 | Сучасная камунікацыйная тэхналогія |

7 семестр

| 1 | Асновы права |
| 2 | Канфлікталогія |
| 3 | Палітычная камунікацыя |
| 4 | Міжкультурная камунікацыя |
| 5 | Маркетніцавая камунікацыя |
| 6 | Асновы журналістыкі |
| 7 | Праграмнае забеспячэнне камунікацыйных тэхналогій |
| 8 | Курсы па рашэнні Вучонага Савета ВНУ |

8 семестр

| 1 | Эстэтыка |
| 2 | Міжнародная камунікацыя |
| 3 | Рэкламная справа |
| 4 | Паблік рылейшнз |
FINDING YOUR FIRST JOB

No job is harder than finding a job, particularly your first. This is true of any field and certainly so of public relations. Success requires planning, preparation, energy and enthusiasm.

Research the field in which you have the greatest interest. Not only should you use library resources, but also find people who work in these fields, particularly those engaged in public relations activities.

Sometimes a journalist also can provide useful insights. The knowledge you acquire from all of these sources will confirm your interest in the field and will be evidence of your alertness and maturity.

RESUMES

One of the most important tools to landing your first job is your resume. It's the vehicle you use to market yourself to potential employers and it should distinguish you from all other candidates. A well-written resume is the key to securing an interview.

Your resume should be a one-page account of yourself, communicating your qualifications for a specific job. It should include your name, address, telephone/fax numbers, a statement of job objectives, your education, work experience— including pertinent internships or part-time work while at college—and extracurricular and volunteer activities, reported chronologically or in terms of the types of skills demonstrated or the work accomplished.

When writing your resume, always be persuasive and honest. Pay attention to the impression your resume makes by its layout and the way you express yourself. Remember to use action-oriented words, and check and recheck your resume, particularly for typographical errors.

INTERVIEWS

It is important to prepare for interviews by learning as much as possible about the organization beforehand. For major business corporations, financial information may be available from the company's financial relations office.

Showing samples of your work is important, but keep in mind that they should represent your best efforts. Quality is more impressive than quantity.

If the interviewer does not choose to lead the discussion, be ready to take the initiative in describing your qualifications and what you believe you can accomplish on the job. Also, be aware of the fact that the quality of your questions about the company and the position can be as impressive and revealing of your potential as your background, particularly if your experience is limited. Every candidate for a public relations position must remember that the number of persons hired for any particular opening is small compared to the number interviewed. Rejection is no cause to sup-
pose you will not qualify elsewhere. Consider your job hunt as a learning experience. Through perseverance you can will the opportunity to begin your public relations career.

**Looking for a Job**

**Public Relations Resume**

A public relations resume must present your information quickly, clearly, and in a way that makes your experience relevant to the position in question. That means condensing your information down to its most powerful form.

**Preliminary Requirement:**
1. Research about your career alternatives and organizations of interest before starting your resume.
2. Organize your thoughts and ideas into your resume.
3. Look at other resume guides' samples.
4. Avoid using "I" throughout your resume.

**Resume Template**

**Contact Information:**
1. Full name
2. Campus and permanent addresses
3. Telephone numbers
4. Email address

**Objective:** Short specific statement that includes position, relevant skills in the field of public relations.

**Summary of Qualifications:** This section is recommended for experienced professionals.

**Example:** Worked as a Public Information Specialist for five years experience and expanded public participation in the NPs cherry blossom interpretive program by 20% through the implementation of a public relations campaign.

**Education:** List most recent degree first.
1. Name of institution, city and state
2. Degree, major and year awarded
3. GPA (optional)

**Skills:** Mention all your job related skills to make your resume outstanding. Use action-words, verbs, adverbs, adjectives in your descriptions and terms specific to your job in your resume. You can also add your computer and language skills. if applicable.

**Experience:** List the most recent first. Emphasize accomplishments and contributions.

For Example: "Expanded public participation in the NPs cherry blossom interpretive program by 20% through the implementation of a public relations campaign."

**Activities:** Campus and community activities, Memberships in professional organizations.

**Personal:** Certifications, security clearances, patents, special awards, citizenship.

**Summary of Resume Preparation:**
1. Short and to the point.
2. Include a clear "Job Objective."
3. Use action verbs to describe job duties.
4. Do not include references or say "References available upon request."
5. Do not include personal information such as height, weight, marital status, sex, or health.
6. List information [do not write in sentences or paragraphs].

**Example:**

<table>
<thead>
<tr>
<th>Lab Technician</th>
<th>Chemistry Department, NMIMT</th>
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<tbody>
<tr>
<td>Inorganic Research</td>
<td></td>
</tr>
<tr>
<td>• participated in environmental study of New Mexico</td>
<td></td>
</tr>
<tr>
<td>• Participated in bauxite leaching project</td>
<td></td>
</tr>
<tr>
<td>• utilized wet chemical, electrochemical, AA and other spectrophotometric analyses</td>
<td></td>
</tr>
<tr>
<td>Organic Research</td>
<td></td>
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<tr>
<td>• developed a specific ion exchange resin</td>
<td></td>
</tr>
<tr>
<td>• gained experience in IR, NMR, x-ray, and organic synthesis</td>
<td></td>
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</tbody>
</table>

Try to use **Action Verbs** when constructing your statements

<table>
<thead>
<tr>
<th>Action Verbs</th>
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<tbody>
<tr>
<td>accelerate</td>
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<tr>
<td>advise</td>
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<tr>
<td>analyze</td>
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<tr>
<td>approve</td>
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<tr>
<td>arrange</td>
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<tr>
<td>accelerate</td>
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<tr>
<td>advise</td>
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<tr>
<td>analyze</td>
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<tr>
<td>approve</td>
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<tr>
<td>arrange</td>
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<tr>
<td>conceive</td>
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<tr>
<td>conduct</td>
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<tr>
<td>control</td>
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<tr>
<td>coordinate</td>
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<tr>
<td>create</td>
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<tr>
<td>distribute</td>
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<td>edit</td>
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<td>deliver</td>
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<td>demonstrate</td>
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<td>design</td>
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<td>formulate</td>
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<td>generate</td>
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<td>implement</td>
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<td>maintain</td>
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<td>manage</td>
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<td>motivate</td>
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<td>obtain</td>
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<tr>
<td>operate</td>
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<tr>
<td>perform</td>
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<tr>
<td>pinpoint</td>
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<td>plan</td>
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<td>prepare</td>
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<td>protest</td>
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<td>purchase</td>
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<td>represent</td>
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<td>revamp</td>
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<td>review</td>
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<td>revise</td>
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<td>streamline</td>
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<tr>
<td>structure</td>
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<td>study</td>
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<td>supervise</td>
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<td>support</td>
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<td>assemble</td>
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<td>assist</td>
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<td>build</td>
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<td>collect</td>
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<td>complete</td>
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<td>develop</td>
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<td>direct</td>
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<td>discover</td>
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<td>eliminate</td>
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<td>establish</td>
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<td>expand</td>
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<td>increase</td>
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<td>influence</td>
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<td>oversee</td>
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<td>participate</td>
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<td>process</td>
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<td>setup</td>
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<td>solve</td>
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<td>teach</td>
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<td>test</td>
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<tr>
<td>train</td>
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<tr>
<td>write</td>
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**Sample Public Relations Resume 1**

This sample public relations resume will give you a quick start on building an effective and optimized resume for your job application. We hope that our sample public relations resume will go a long way in portraying your abilities and skills efficiently.
Richard Anderson  
1234, West 67 Street,  
Carlisle, MA 01741,  
(123)-456 7890.

Profile
- Enthusiastic, resourceful, and trainable recent graduate with academic background in communications and internship experience as Communications' Program teachers' assistant.
- Offer old-fashioned work-ethic and excellent prioritization abilities developed through balancing of rigorous academic and employment objectives throughout high school and college years.
- Professionally committed and responsible. Adapt easily to new situations. Successfully handle a wide range of functions using a combination of creative, organizational, and writing skills.
- Maintain focus in demanding work environments, under deadline and pressure conditions. Meet challenges head-on and always find a way to effectively complete multiple assignments or tasks.

Education
Bachelor of Arts in Communications, C.W. Post University, Greenvale, NY May, xxxx
Courses included Introduction to Public Relations, Message Criticism, Advanced Public Speaking, Interpersonal Communications, Organizational Communication, and Persuasion.

Internship Experience
- Teachers' Assistant C.W. Post University, Greenvale NY Spring, xxxx
  - Assisted professors in planning, teaching, and record-keeping for forty-two students in two Communications classes: Interpersonal Communication and Group Interaction and Discussion.
  - Tutored students daily and taught one day per week.
  - Wrote study guides and held review sessions. Aided in preparation of professors' lesson plans and prepared lesson plans for own teaching. Served as liaison between students and teachers. Kept teachers' attendance records and grade book.
  - Originally suggested internship to one professor and pursued existing opportunity with the other. Received excellent evaluations from each teacher and from students.

Computer and Communication Skills

Employment
Delicatessen Clerk Pathmark Supermarket  
Bayside, NY  
1999 to xxxx

Theater Attendant Multiplex Theater  
Flushing, NY – 1998 to 1999
RICHARD ANDERSON  
1234, West 67 Street,  
Carlisle, MA 01741,  
(123)-456 7890.

OBJECTIVE  
Public relations/event planning position

EDUCATION  
B.S., Mass Communication – Public Relations Emphasis May 2004  
University of Utah, Salt Lake City, Utah  
• 3.6 major GPA, 3.3 cumulative GPA, Public Relations Student Society of America member.  
• Achieved 4th-year level of Spanish conversation and literature knowledge.  
• Created personal Web site of multiple pages, graphics, and links at www.no.such.page.  
• Collaborated with 3 classmates to create tri-fold informational brochure for Boys and Girls Clubs of Greater Salt Lake. Interviewed administrators, volunteers, and club participants to determine desired messages. Wrote copy to communicate key concepts of club’s fun, diversity, and community.

PUBLIC RELATIONS/DEVELOPMENT EXPERIENCE  
Public Relations Intern Jan.-April 2003  
Hot Shot PR Agency, Provo, Utah  
• Wrote press releases on new product introductions for XYZ Bakery and ABC Engineering, resulting in products being featured on KSTU Fox and KTVX ABC TV morning news shows.  
• Researched construction, outdoor sports, and needlecraft trade journals for potential story pitches.

Development Intern April-Nov. 2002  
Voces y Votas, Salt Lake City, Utah  
Helped plan “Abr Agency” fund-raising event for city’s largest Latino political action organization. Solicited businesses for door prizes, resulting in 12% increase in dollar value of prizes and 5% increase in number of prizes over previous year.

Volunteer Publicity Chair Sept. 2001-May 2003  
Church Sorority, Salt Lake City, Utah  
Publicized monthly social and educational meetings. Produced all fliers, posters, newspaper ads, annual brochures for campus-wide distribution. Created theme for each year’s activities and appropriate tag lines for each event. Annual attendance increased 2% over each previous year.

ADDITIONAL EXPERIENCE  
Team Coach Jan. 2001-present  
Discover Card, West Valley City, Utah  
• Supervise 8 customer service representatives who sell credit cards. Monitor calls, give regular one-to-one feedback, establish individual and team goals. Create motivational competitions.
• Promoted 3 times in 2 years. In current position since May 2003.
• Coached team 4 times to monthly “Top Team” award (of 7 teams) in May-Sept. 2003 period.
• Created tracking system to repair incorrect balance transfers that was implemented company-wide.

SKILLS
• Adobe Photoshop, QuarkXPress, HTML, Excel, PowerPoint, Word
• Associated Press style, proofreading, editing text from multiple contributors into coherent whole
• Good knowledge of spoken and written Spanish

Practice

Compile your own resume for being hired by the PR company. In case of necessity you may imagine some facts from your bio.

Name _____________________________
Address __________________________
Phone ____________________________
E-mail ____________________________
OBJECTIVE
________________________________________________________________________
________________________________________________________________________

EDUCATION
________________________________________________________________________
________________________________________________________________________
• __________________________________________________
• __________________________________________________
• __________________________________________________
• __________________________________________________
• __________________________________________________

PUBLIC RELATIONS/DEVELOPMENT EXPERIENCE
________________________________________________________________________
________________________________________________________________________
• __________________________________________________
• __________________________________________________
________________________________________________________________________
PROJECT WORK

In groups or individually study the following curricula offered by Centenary College in Louisiana and compile your own curriculum that would better satisfy your needs and expectations. List the courses in the order of their importance from your point of view (See table below the text).

The required interdisciplinary courses in the professional writing track allow students to investigate varied aspects of communication as they pertain to writers; individual students can tailor the track to accommodate their own particular fields of interest within writing and the larger field of communication. Students in the track receive a strong grounding in writing practice as well as vital experience in visual and speech communication and cultural analysis.

Communication Courses

172. Introduction to Visual Culture (3)
This course introduces issues and debates about how we shape, and are shaped by, different forms of visual culture such as film and video, television, painting, photography, performance art, the built environment, and information technology. Issues such as the role of visual cultures in (re)producing ideas about race, identity, sexuality and gender will also be explored.

180. Public Communication in the Digital Age(3)
This course explores the rhetorical challenges posed by new digital communication technologies. Students will investigate how these technologies have altered audience expectations for public presentations and learn when and how to use these technologies to enhance their public communication efforts. The course will require students to deliver a substantial number of oral presentations and use digital tools and communication forums to enhance these presentations when appropriate.
181. Introduction to Communication Studies (3)
This course provides a survey of human communication and an Introduction to the assumptions and methods of analysis central to communication studies. Topics include the communication theories and models, the social roles that communication plays in interpersonal, group, and organizational settings, methods for analyzing the mass media, and current controversies and debates within the field.

212. Advanced Rhetoric, Grammar, and Composition (3)
Prerequisite: ENGL 101. English 212 is an advanced writing class in which students develop their writing through intensive composition, combined with close readings of essays and literature. The course also examines the impact of current transformations in the rhetorical world due to the rapid proliferation of computer technologies.

217. Communication for Business and the Professions (3)
Prerequisite: ENGL 101. Instruction and practice in the various forms of practical communication, such as correspondence and reports, with an emphasis on communicating through electronic technology.

218. Introduction to Photography (3)
An Introduction to the basic principles of photography as an art form, focusing upon composition, types of cameras, fundamental lens designs, and printing. Students furnish their own adjustable cameras and supplies. With weekly critique sessions.

219. Creative Writing (3)
Prerequisite: ENGL 101. An advanced course in writing for students interested in producing original pieces of prose fiction and verse. May be elected for up to six hours credit as topic changes.

221. Introduction to Video and Film Production (3) Students will learn the basic terminology, methods, and principles of film and video production through classroom lecture and laboratory production work.

251. Design Communication (3)
This course investigates the role design plays in human Communication. Students will gain familiarity with the basic concepts and assumptions underlying design practice and learn to see applied arts such as graphic design, industrial design, architecture, and multimedia design function as communicative activities. Special attention will be given to the rhetorical methods associated with identifying design problems and implementing design solutions.

258. Nonverbal & Cross-Cultural Communication (3)
A comprehensive study of nonverbal communication, with application to cross-cultural communication. On demand.

282. Multimedia Writing and Literature (3)
Prerequisite: ENGL 101. A survey of multimedia literature in English, from the medieval illuminated manuscript through contemporary hypertext. This course also introduces students to practical electronic media writing and hypertext design.

312. Literacy Journalism (3)
Prerequisite: ENGL 101. A seminar and workshop for writing literary journalism. Students will survey the genre from a historical perspective, analyze contemporary examples that may serve as models, and produce substantial work of their own. Students will gain experience in interviewing and research as well as employing literary techniques such as narrative, description, and dialogue.
314 W. Advertising and Public Relations (3)
Prerequisite: ENGL 101. This course surveys the related fields of advertising and public relations and examines their role in contemporary society. Topics include history, law, ethics, social dynamics, and economic implications as well as creative and technical elements of the advertising and public relations campaign. The process of advertising and public relations is studied from the perspectives of art, business, and communication.

315. The Essay (3)
Prerequisite: ENGL 101. A workshop course for belletristic or personal essay. Includes an overview of the essay genre as well as readings from representative essay literature.

316. Writing for the Mass Media (3)
Students study basic techniques and formats used in print and broadcast journalism, along with similarities and differences in style among them. Grammar, syntax accuracy, logical construction, and other elements of good writing are emphasized, along with learning to write, under deadline pressure, basic, error-free copy. Additional emphasis on keeping up with current events and trends in the world through improved research skills.

318. Advanced Photography (3)
Prerequisite: Art 218 or Instructor's approval. A continuation of the study of basic photography as an art form, focusing upon composition, printing, lighting design, and studio photography. Students furnish their own adjustable cameras and supplies. With weekly critique sessions.

319S. Screenwriting (3)
This course is primarily a writing workshop in which students produce several different kinds of scripts for broadcast media - specifically film and video, television, and radio. Student peers as well as the instructor will act as both audience and critics in helping participants become more imaginative and disciplined writers. Goals of the course include polishing the Art of good storytelling and learning how stories work within the system of the media as business.

321. Advanced Video and Film Production (3)
Prerequisite: Art 221 or instructor's approval. Students will enhance their understanding of film and video through advanced lectures and laboratory production work.

351. Multimedia Design (3)
Prerequisite: COMM/Art 251. This course introduces students to the fundamental concepts, issues, and concerns associated with Web-based multimedia design. Course readings and exercises encourage students to explore the aesthetic and historical/cultural dimensions of design and then use this knowledge as they plan, propose, implement, and rationalize their own Web site designs. Course work will require students to attend supervised lab sessions outside of the scheduled class period.

383. Digital Cultures (3)
Prerequisites: CSC 106, COMM/ENGL 282 or permission of instructor. This course explores the intersections of contemporary critical theory, new digital technologies, and literature. By examining computer-mediated cultures and major topics through these lenses, students develop sophisticated, scholarly and critical analyses of this rapidly-developing world.
399. Seminar in Film and Television Studies (3)
Prerequisite: ENGL 101. An analysis of cinema or television as aesthetic forms and social documents, usually with an emphasis on American and European film or television. Recent topics have included: "Masculinity and Femininity in Film," "Film and Literature" and "Television Studies." May be elected for up to six hours credit as topic changes.

400C. Internship in Communication - (1-6)
Prerequisite: Permission of the Biedenharn Chair in Communication. Supervised internship with an approved company or organization in any of the professional areas covered by the Communication major, such as video/film/television production, advertising, public relations, news or feature writing, new media design, graphic design, or marketing. Students will be required to submit a term report or project at the end of the internship to the Biedenharn Chair in Communication. May be repeated for credit for internship in another area up to a maximum of six hours.

441. Tutorial in Communication (1)
Requires concurrent enrollment in COMM 472. Directed reading on a subject to be agreed upon by the student and faculty-tutor. Will require the presentation of pertinent materials in undergraduate courses under the direct supervision of a Communication faculty member.

451. Advanced Topics in Multimedia Design (3)
Prerequisite: COMM/Art 351. This course will address a particular multimedia design issue or problem, guiding students in the implementation of an appropriate design; topics will vary. Course work will require students to attend supervised lab sessions outside of the scheduled class period. May be elected for up to six hours credit as topic changes.

Now fill in the table ranging the subjects in the order of their importance from your point of view

<table>
<thead>
<tr>
<th>1</th>
<th>9</th>
<th>17</th>
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<tbody>
<tr>
<td>2</td>
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</table>

Revision test for "training specialists abroad" module

Task 1. Give Russian equivalents:
1) designation
2) applicant
3) internship
4) major
5) minor
6) nonprofit
7) interdisciplinarity
8) entry-level
9) postsecondary
10) promotion

Task 2. Give English equivalents:
1) специальность
2) специализация
3) соответствие официальным нормам
4) назначение
5) соискатель
6) существенный
7) ценное качество
8) признание
9) неосновная, непрофилирующая дисциплина (в университете)
10) всесторонний

Task 3. Match the words on the left with their meanings on the right:
1. internship a. a student's principal subject or course
2. major b. a college student's subsidiary subject or area of concentration
3. minor c. a set of pieces of creative work collected by someone to display their skills, esp. to a potential employer
4. portfolio d. a student's principal subject or course
5. accreditation e. the choosing and naming of someone to be the holder of an official position
6. career f. (of an official body) give authority or sanction to (someone or something) when recognized standards have been met
7. designation g. an occupation undertaken for a significant period of a person's life and with opportunities for progress

Task 4. Choose one suitable word to fill in the sentence:
1. Many entry-level public relations specialists have a college … in public relations, journalism, advertising, or communication.
   a) career b) minor c) major
2. Many colleges and universities offer bachelor’s and postsecondary degrees in public relations, usually in a journalism or communications … .
   a) firm b) department c) company
3. Many colleges help students gain part-time … in public relations that provide valuable experience and training.
   a) jobs b) careers c) internships
4. Creativity, initiative, good judgment, and the ability to express thoughts clearly and simply are … .
   a) essential b) excessive c) executive
5. … often maintain files of material about company activities, scan newspapers and magazines for appropriate articles to clip, and assemble information for speeches and pamphlets.
   a) Applicants b) Beginners c) CEOs

Task 5. Give answers to the following questions:
1. Are there any defined standards for entry into a public relations career?
2. What educational requirement are necessary for entering public relations?
3. What does a common public relations sequence include?
4. Is internship a necessary part of training process and how is it organized?
5. What public associations work in the sphere of PR education and training?

Task 6. Find out whether the following statements are true or false.
1. There are some defined standards for entry into a public relations career.
2. Many entry-level public relations specialists have a college major in public relations, journalism, advertising, or communication.
3. Many colleges and universities offer bachelor’s and postsecondary degrees in public relations, usually in a journalism or communications department.
4. Courses in advertising, journalism, business administration, finance, political science, psychology, sociology, and creative writing also are not helpful for PR practitioners.
5. Many colleges help seasoned PR practitioners gain part-time internships in public relations that provide valuable experience and training.
Unit 5. mass media and communicating with it

This unit explains each of the major media—how each one functions and ways in which it can be used for communication purposes. With such an array of printed, spoken, visual and computer communication methods available, practitioners must make choices in order to use their time and budgets efficiently. Before we look at each of the media in more detail, some general guidelines can be given for matching audience and media:

Part A. Matching Audience and Media

Television has the strongest emotional impact of all media. Its visual power makes situations seem close to the viewer. The personality of the TV communicator creates an influence that print media cannot match.

Print media are the most effective for delivering a message that requires absorption of details and contemplation by the receiver. Printed matter can be read repeatedly and kept for reference. The Internet, perhaps more like traditional print sources than like the broadcast media, is the fastest to deliver breaking news. Newspapers are also fast, with the most widespread impact. Magazines, while slower, are better directed to special-interest audiences. Books take even longer but can generate strong impact over time.

Radio's greatest advantages are flexibility and the ability to reach specific target audiences. Messages can be prepared for and broadcast on radio more rapidly than on television, at much lower cost. Because there are nine times as many radio stations as TV stations, audience exposure is easier to obtain, but the audiences reached are smaller.

The online media are usually used as a supplemental method of reaching a generally well-educated, relatively affluent audience interested in new ideas and fresh approaches. However, usage patterns are changing almost weekly, and major breaking news stories now reach a large audience online. The most striking recent example was the enormous attention by audiences to the release of the report by independent counsel Kenneth Starr about President Clinton’s relationship with Monica Lewinsky.

NOTE! Media – (usu. the media) (treated as sing. or pl.) the main means of mass communication (esp. television, radio, newspapers, and the Internet) regarded collectively.

Tease your brain! Think it over

What type of mass media would you choose in the following situations:

1. You need to distribute your information immediately (i.e. within 3 hours) to the general public.
2. Your target audience is environment protection professionals and you do not have any strict time limits.
3. Your information is aimed at yuppies and contains some telephone numbers for further information.

Activity: Explain your choice of mass media using information provided above.
Commentary: In some campaigns the most cost-effective results come from use of a single medium. Other campaigns work best when several types of media are used. Wise selection of media, based on the audience sought and the money available, is an important skill for information and communication practitioners to develop.

Vocabulary

Read the text and check the words given in the bold type in section the X-files section.

Mass-media are the means of producing and disseminating news, information, and entertainment to a universal audience, including newspapers, magazines, radio, and television. The mass media are industrial operations of considerable size and influence in political, economic, and cultural life. They fashion a mass society characterized by greater consensus, public participation, and awareness of the ‘global village’ in which we live, but also, more negatively, by increasing conformity, passivity, and alienation. Mergers and acquisitions, as well as the integration of production, distribution, and equipment supply, have produced media empires operating on a multinational or indeed worldwide basis. In non-industrialized countries and those with authoritarian or totalitarian governments, government ownership or control more directly affect the mass media. The degree of control exercised by the mass media, their power to influence public opinion, their allegiance to political ideologies, and what is seen as a tendency to pander to the lowest common denominator of public taste, have been hotly debated. /from The OXFORD World ENCYCLOPAEDIA /

<table>
<thead>
<tr>
<th>THE X-FILES</th>
<th>THE X-FILES</th>
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<tbody>
<tr>
<td><strong>Mass-media</strong> = media (see the previous page)</td>
<td><strong>Radio</strong> = the activity or industry of broadcasting sound programs to the public</td>
</tr>
<tr>
<td><strong>Television</strong> = a medium of communication involving the transmission and reproduction of images by radio waves</td>
<td><strong>On-line media</strong> = media, controlled by or connected to another computer or to a network (connected to the Internet or World Wide Web)</td>
</tr>
<tr>
<td><strong>Newspaper</strong> = a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, feature articles, advertisements, and correspondence.</td>
<td><strong>Magazine</strong> = a periodical publication containing articles and illustrations, typically covering a particular subject or area of interest</td>
</tr>
<tr>
<td><strong>Allegiance</strong> = loyalty</td>
<td><strong>Public opinion</strong> = views prevalent among the general public</td>
</tr>
<tr>
<td><strong>Awareness</strong> = having knowledge or perception of a situation or fact</td>
<td></td>
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</tbody>
</table>
Vocabulary Tip

Publicity – 1) паблисити, известность (предоставление информации о товаре, лице или компании по инициативе СМИ, которые считают эту информацию полезной для своей читательской или телевизионной аудитории; за эту информацию компания не платит и она вызывает большое доверие у публики; компании могут пытаться создать это паблисити различными методами: присылают журналистам информационные материалы, организуют различные общественные мероприятия и т. д.); 2) содействие популярности: паблисити (с привлечением внимания широких слоев населения к личностям, товарам или услугам с использованием средств массовой информации); информация, используемая для придания известности или популярности отдельным личностям, товарам, услугам.

Read the text and be ready to give the definition of the words ‘publicity’ and ‘publicist’.

A major purpose of many information and communication programs is to provide news and information to the media in the hope that it will be published or broadcast. The resulting coverage is called publicity. A person who writes and places stories in the media is commonly referred to as a publicist, although most firms and corporations don’t use the term in official job titles. The term "publicist" or "press agent" is more common in the entertainment industry, but the role in the communication industry is the same.

Reading for Details

Examine the text carefully paying attention to the key terms highlighted in the text and perform the tasks placed after it.

Media Coverage and Barriers to it

| The purpose of media coverage, from an organization's standpoint, goes beyond just news and information. Publicity is designed to advance the organization's goals. This may be to create favorable attitudes and opinions about the organization, its products, or its services. In many cases, publicity is strongly marketing oriented and designed to generate sales. There are several barriers to getting publicity in the media. Some of them are as follows: 1. Publicity Versus Advertising. Reporters and editors ultimately decide whether an organization's information qualifies as news and is worthy of being published or broadcast. They may choose to change the order of the information, delete parts of it or even completely rewrite it. Thus a two-page news release from a company may be published as a full story, a one-paragraph news item, or not at all. Advertising copy has no such barrier. The organization buys the space in which the advertisement will run and the ad appears exactly as submitted. | показ, передача, репортаж Versus (Vs) = против (лат.) ad — реклама; объявление |
In this case the material is handled by the advertising or sales department of the newspapers or broadcast station, not the news department.

2. Shrinking News Holes. The recession in the early 1990's left many publications scrambling for advertising dollars, which directly affected the news space available. Many periodicals have cut back on pages and have consequently reduced the news hole. The result is increased competition for getting your publicity accepted and published. A newspaper or trade magazine editor, for example, has hundreds of news releases and story ideas for every edition, and only a few can be used.

3. Changing Nature of the Mass Media. The mass media are becoming increasingly fragmented, meaning that they no longer offer the opportunity of reaching large numbers of people in a single effort. The "one size fits all" news release is dead. In addition, evening papers have died in many cities, morning papers have lost circulation.

4. Information Overload. Our society is experiencing widespread information clutter. The decline of the mass media has been accompanied by a proliferation of more specialized media — weeklies, trade newspapers and magazines, cable channels, electronic online databases — that all compete for the individual's attention. As a consequence, your organization's news, even if it does get published or broadcast, may never get the attention of the audience. To use a metaphor, your story is only one tree in a vast forest.

Despite these barriers, the news media are indispensable if the organization's objective is to inform, persuade, and motivate various audiences. You, however, must recognize the barriers and do several things to make your efforts more effective. They include (1) targeting the right media with your information, (2) thinking continuously about the interests of the readers or listeners, (3) keeping in mind the objectives of the client or employer, and (4) exercising creativity in thinking about how to present information that will meet the requirements of media gatekeepers. Also, don't try to blanket the media with a blizzard of news items.

To work effectively, you must understand what makes news, how to find it, and how to generate it.

Agree or Disagree with the Following Statements. Mark them as True or False:

1. There are only four barriers to getting publicity in the media.
2. A news release of a company is much more likely to appear in a newspaper than an advertisement.
3. The news space available in newspapers has become larger in the recent time.
4. The mass media are still able to reach large numbers of people in a single effort.
5. The news media are indispensable if the organization’s objective is to inform, persuade, and motivate various audiences.

**Answer the Questions Given Below:**

1. What is publicity?
2. What is publicity designed to do?
3. Who decides whether an organization’s information qualifies as news and is worthy of being published or broadcast?
4. Which departments of the newspaper or broadcast station handle advertisements?
5. What is the result of the fact that many periodicals have cut back on pages?
6. Why are the mass media becoming increasingly fragmented?
7. What has the decline of the mass media been accompanied by?
8. Why are the news media indispensable, despite the barriers?
9. What must a person who writes for the media understand to work effectively?

**Vocabulary Exercises. Take Your Pen.**

**Task 1.** Look up the pronunciation of the following words:
a barrier, versus, worthy, a consequence, a metaphor, vast.

**Task 2.** Give English equivalents:
с точки зрения к.-л. / выходить за пределы / сократить количество страниц / тираж / распространение / перегруженность информацией / отвечать требованиям / предоставить информацию / предоставить возможность / таким образом
Reproduce them in situations from the text.

**Task 3.** Give Russian equivalents:
to refer to smb / to qualify as smth / to be worthy of / to delete / to submit / to handle the material / to shrink / indispensable / to compete for smth / to exercise creativity
Use them in situations of your own.

**Task 4.** Give synonyms:
ultimately, to affect, to reduce, a consequence, vast, despite, commonly, a standpoint.

**Task 5.** Give antonyms:
official, completely, to increase, the decline, common, worthy, available, to reduce.

**Task 6.** Insert prepositions:
1. There are several barriers … getting publicity … the media.
2. Many periodicals have cut back … pages.
3. They no longer offer the opportunity reaching large numbers ... people ... a single effort.

4. The purpose ... media coverage, an organization's standpoint, goes ... just news and information.

5. The material is handled. the advertising or sales department ... the newspaper or broadcast station.

Talking Point. Your Turn to Speak!

Task 1. Explain the following statements. Use colloquial expressions placed below:

I'd just like to say – я только хочу сказать, что ...
I have an opinion... – у меня есть мнение ...
From my point of view – с моей точки зрения ...
My point of view is ... – моя точка зрения – следующая ...
What I'm trying to say is that... – я пытаюсь сказать, что ...

1. In many cases, publicity is strongly marketing oriented and designed to generate sales.
2. The recession in the early 1990s left many publications scrambling for advertising dollars, which directly affected the news space available.
3. Our society is experiencing widespread information clutter.
4. Don't try to blanket the media with a blizzard of news items.

Task 2. There are 4 points in the text that a public relation writer must keep in mind to make his effort more effective. Do you agree with them? Illustrate your point of view.

Task 3. Develop the following statements:

1. A major objective of many public relations programs is to get publicity for the employer or the client.
2. Placing news and information (publicity) in the news media should be done with the objective of helping the organization achieve its goals.
3. Publicity is difficult to achieve. There is a great deal of competition.


Activity: Work in groups of three or four. Your boss gave you a challenging task to get publicity for his new project that is a new trademark of women's stockings "Verge". He wants this advertisement to be placed in the city evening daily. Discuss all possible advantages and disadvantages of such a campaign and make some recommendations for your boss.
Part B. Dealing with Media

Before examining the print, electronic, and film media separately, we need to look at the relationship between the media and public relations practitioners, who need to understand this sometimes sensitive interplay.

<table>
<thead>
<tr>
<th>Information and Communication Practitioners</th>
<th>Editors and Reporters</th>
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<tbody>
<tr>
<td>Practitioners also need to remember several things about themselves when deal with the media:</td>
<td>Editors and reporters on the one hand, and information and communication people on the other need each other. The media must have material and ideas from different sources and practitioners must have the media as a place to tell their stories. You should remember several things about editors and reporters:</td>
</tr>
<tr>
<td>• Your job is important in keeping the public informed. You are performing a service, not asking a favor, when you submit a story idea or a news release.</td>
<td>• They are busy. When you approach them with a story idea, either verbally or on paper, make your sales pitch succinctly and objectively.</td>
</tr>
<tr>
<td>• You should assume that your story will be judged on its merits as seen by the editor, and should not demean yourself by begging an editor to use it.</td>
<td>• Editors pride themselves on making their own decisions about what stories to run and how to run them. That is their job. Excessive hype of a story often turns them against it. An urgent demand that editors must run a story may lead to rejection.</td>
</tr>
<tr>
<td>• Your role continues after the story or idea has been accepted. You cannot control the tone of the story that appears, but you can influence it by providing favorable story angles and additional information. Your helpful, pleasant personality does influence most writers, at least subtly.</td>
<td>• Stories submitted by nonprofits are better received by editors than are corporate news releases, which are perceived as attempts to obtain free advertising.</td>
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Able editors and competent professionals in information and communication respect each other and work well together.

Tease your brain! Think it over

Activity: How would you behave/react in the following situations?

1. Your information has been rejected by the editor as being an attempt to place a free advertisement.
2. Your story has been accepted but the reporters have changed the general tone of it.
3. You need to publicize an urgent news release but the editor refuses mentioning lack of space.

Commentary: Over the decades, media respect for your profession has increased. But if editors discover, however, that they have been misled or fed false information, they will never again fully trust the offending practitioner.
"Public Relations Writing. News Writing" introduces the public relations "novice" to the field of relationship between public relations people and people in the media – journalists giving the point of view of both sides.

**Vocabulary**

*Study the following words in order to facilitate comprehension while watching the film.*

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
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<tbody>
<tr>
<td>symbiotic</td>
<td>mutually beneficial relationship between different people or groups</td>
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<tr>
<td>antagonism</td>
<td>active hostility or opposition</td>
</tr>
<tr>
<td>receptacle</td>
<td>an object or space used to contain something</td>
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<tr>
<td>withhold</td>
<td>refuse to give (something that is due to or is desired by another)</td>
</tr>
<tr>
<td>conceal</td>
<td>keep (something) secret; prevent from being known or noticed</td>
</tr>
<tr>
<td>quote</td>
<td>repeat or copy out (a group of words from a text or speech), typically with an indication that one is not the original author or speaker</td>
</tr>
<tr>
<td>attribute to</td>
<td>ascribe a work or remark to (a particular author, artist, or speaker)</td>
</tr>
<tr>
<td>footage</td>
<td>a length of film made for movies or television:</td>
</tr>
<tr>
<td>courtesy</td>
<td>(by) courtesy of - given or allowed by: photograph courtesy of the Evening Star. informal as a result of; thanks to.</td>
</tr>
<tr>
<td>credibility</td>
<td>the quality of being trusted and believed in:</td>
</tr>
</tbody>
</table>

**Practice**

*Use the "X-files" words in the sentences of your own.*
Watch the film “Public Relations Writing. News Writing”. While watching the video your task is to pay special attention to each of the episodes and determine the relationships between public relations people and people in the media.

Comprehension check

After watching the video your task is to answer the following questions:
1. What do journalists depend on public relations professionals on?
2. Why should people in PR understand the specificity of journalists’ work?
3. According to one of the speakers, “PR people can be bad and good”. What are good PR people? What are bad PR people?
4. What do journalists appeal to PR people for?
5. What is the news-style writing?
6. Can the news style writing be applied in public relations writing?
7. What is a news value?
8. What is the correct way of using quoted material in PR writing?
9. How do PR people facilitate journalists?
10. What types of PR writing were mentioned in the video?
11. What is the attitude of journalists to video press releases?

Thinking & Speaking

Split into 2 groups.
Task for group 1. Be ready to give arguments to support the idea that “Public relations professionals are indispensable to journalists”. See the TOOLBOX.
Task for group 2. Be ready to give arguments to support the idea that “The world would be better without public relations people”. See the TOOLBOX.

Thinking & Speaking 2

Give the recommendations for people making their first steps in Public Relations for making their relationships with journalists mutually beneficial and symbiotic.

Vocabulary

Read the text and check the words given in the bold type in the X-files section News Elements. The concepts that make news news

There are facts that are newsworthy, and there are facts that are not newsworthy. There are facts which might be newsworthy in one town or at one school, but not in
another town or another school. There are facts which might be newsworthy today, but not tomorrow.

What makes a fact newsworthy is how it affects the people in your locality, the people who would read your publication. If the fact is not interesting to them or does not affect them in any way, it is not newsworthy.

Among the most common news elements are:

- **Proximity**: This has to do with location. If the event is happening close by, it will impact your readers more than if it is happening across town, or across the world, all other considerations being equal. A dance at your school, for instance, is more newsworthy than a dance at another school.

- **Prominence**: This has to do with how well known the people involved in your story are. If the person or persons are well known to your readers, the story will impact your readers more than a similar story involving people they do not know.

- **Timeliness**: If something is happening NOW, it has more impact than something that happened yesterday or last week. Often, the most recent development is the feature of the story.

- **Oddity**: If something is unusual, the oddity alone can make it newsworthy, because people want to know why it has happened.

- **Consequence**: If the impact of an event on your readers is major, they want to know all about it. For instance, they might not care that a particular street is being shut down for repairs, until it is brought to their attention that this will reroute the major portion of the traffic into their residential areas. This will affect them in a significant way, and they will want to know about it.

- **Conflict**: Readers have an interest in disagreements, arguments, fights and rivalries. If an event has conflict attached to it, many readers will be interested on that basis alone. Stories that involve conflict are those about sports, trials, war, politics and even Congressional debates.

- **Human interest**: If a situation makes you angry, sad, happy or overjoyed, it contains the news element of human interest. Some stories are newsworthy on this basis alone.

**Most news stories will have a combination of news elements**

<table>
<thead>
<tr>
<th>Newsworthy</th>
<th>interesting enough to the general public to warrant reporting – <em>newsworthiness</em></th>
<th>ДОСТОЙНЫЙ ОСВЕЩЕНИЯ В НОВОСТЯХ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity</td>
<td>nearness in space, time, or relationship</td>
<td>близость</td>
</tr>
<tr>
<td>Prominence</td>
<td>the state of being important or famous</td>
<td>известность</td>
</tr>
<tr>
<td>Timeliness</td>
<td>The state of being done or occurring at a favourable or useful time; opportune</td>
<td>своевременность</td>
</tr>
<tr>
<td>Oddity</td>
<td>the quality of being strange or peculiar</td>
<td>странность</td>
</tr>
<tr>
<td>Consequence</td>
<td>a result or effect of an action or condition</td>
<td>последствия</td>
</tr>
<tr>
<td>Conflict</td>
<td>a serious disagreement or argument, typically a protracted one</td>
<td>конфликт</td>
</tr>
<tr>
<td>Human interest</td>
<td>the aspect of a story in the media that interests people because it describes the experiences or emotions of individuals</td>
<td>интерес</td>
</tr>
</tbody>
</table>
**Thinking & Speaking**

Think over what criteria are necessary for your news release or any other piece of information in order to get coverage in the mass media. Place them in accordance with their importance (1 – top priority).

- Proximity
- Prominence
- Timeliness
- Oddity
- Consequence
- Conflict
- Human interest

**Further Reading**

Examine the text carefully paying attention to the key terms highlighted in the text and perform the tasks placed after it.

**The Print Media: Newspapers**

<table>
<thead>
<tr>
<th>Every edition of a newspaper contains hundreds of news stories and pieces of information, in much greater number than the largest news staff can gather by itself. More than most readers realize, and many editors care to admit, newspapers depend upon information brought to them voluntarily.</th>
<th>издание</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Columbia Journalism Review noted, for example, that in one edition the Wall Street Journal had obtained 45 percent of its 188 news items from news releases. Because of its specialized nature, the Journal's use of news releases may be higher than that of general-interest daily newspapers. Public relations generates about 50 percent of the stories in New York City newspapers.</td>
<td>добровольно</td>
</tr>
<tr>
<td>Approximately 1500 daily newspapers and 7200 weekly newspapers are published in the United States. Most cities today have only one daily newspaper, resulting in little competition between newspapers. Television, direct mail, and the Internet are now the main challenges to newspapers. While some metropolitan newspapers have circulations of more than a million copies a day, approximately two-thirds of the daily newspapers have circulations of 20,000 or less.</td>
<td>получать</td>
</tr>
<tr>
<td>Newspapers published for distribution in the late afternoon, called evening or P.M. papers, outnumber morning (A.M.) papers approximately three to one. Especially in larger cities, however, a substantial trend toward morning publication is in progress. Knowledge of a newspaper's hours of publication and the deadlines it enforces for submission of copy is essential for everyone who supplies material to the paper.</td>
<td>прямая почтовая рассылка</td>
</tr>
<tr>
<td></td>
<td>столичный</td>
</tr>
<tr>
<td></td>
<td>распространение</td>
</tr>
<tr>
<td></td>
<td>основная тенденция</td>
</tr>
<tr>
<td></td>
<td>крайний срок (публикации)</td>
</tr>
</tbody>
</table>
Approximately three-quarters of American daily newspapers are owned by newspaper groups. The publishers and editors of a group-owned newspaper have broad local autonomy but must follow operating standards laid down by group headquarters.

Newspapers receive nearly 80 percent of their income from advertising and about 20 percent from selling papers to readers. They cannot afford to publish press releases that are nothing more than commercial advertising; to do so would cut into their largest source of income. To be published a news release submitted to a newspaper must contain information that an editor regards as news of interest to a substantial number of readers.

Newspapers cannot be forced to publish any material, including news releases, nor need they receive permission from the government or anyone else to publish whatever they desire.

**Agree or Disagree with the Following Statements. Mark them as True or False:**

1. The main source of newspapers' income is their readers and money they spend for buying papers.
2. The vast majority of material published in newspapers comes from press releases and information brought to them voluntarily.
3. Knowledge of a newspaper's hours of publication and the deadline is of key importance for everyone who supplies material to the paper.
4. Newspapers can be legally forced by the government to publish any material.
5. The final responsibility whether to publish information or not rests with the editor.

**Answer the Questions Given Below:**

1. How many daily and weekly newspapers are there in the USA?
2. How many daily and weekly newspapers are there in your country?
3. Who are the newspapers usually owned by?
4. Why do not the editors like to publish commercial press releases for free?
5. Are newspapers free in their choice of material for publication?

**Further Reading**

Examine the text carefully and formulate basic differences between newspapers and magazines from the point of view of a specialist in information and communication.

**Newspapers Vs. Magazines**

Magazines differ markedly from newspapers in content, time frame, and methods of operation. Therefore they present different opportunities and problems to the public.
relations practitioner. In contrast to the daily newspaper, with its hurry-up deadlines, magazines are published weekly, monthly, or sometimes quarterly. Because these publications usually deal with subjects in greater depth than newspapers do, magazine editors may allot months for the development of an article. Those who seek to supply subject ideas or ready-to-publish material to them must plan much further ahead than is necessary with newspapers.

A newspaper is designed for family reading, with something for men, women, and children; its material is aimed at an audience of varying educational and economic levels. Its editors fire buckshot, to hit the reading interests of as many persons as possible. Magazine editors, on the other hand, in most instances aim carefully at special-interest audiences. They fire rifle bullets at limited, well-defined readership groups.

The more than 75,000 periodicals published in the United States may be classified in several ways. For purposes of this discussion, periodicals are grouped into two broad categories, those for the public at large and those for specific audiences (magazines for business people, trade journals and company & organizational magazines).

Periodicals for Public at Large:

*General interest.* Only a few national magazines with across-the-board appeal exist today. Prominent among them are *Reader's Digest,* enormously successful worldwide; *People,* and *National Geographic.*

*News magazines.* High-circulation weekly newsmagazines report and interpret the news, adding background that daily newspapers lack time to develop. The biggest periodicals of this type are *Time,* *Newsweek,* and the *Economist.*

*Women's interest.* Magazines designed for women publish articles about fashions and beauty, cooking, home decorating, self-improvement, work and leisure, and personal relationships. Prominent in this group are *Ladies' Home Journal,* *Cosmopolitan,* *Working Woman,* *Better Homes and Gardens,* *Good Housekeeping,* and *Family Circle.*

*Men's interest.* *Sports Illustrated* and *Field and Stream* are perhaps the best known of these magazines. With their emphasis on sex, *Playboy* and *Penthouse* aim primarily at the male audience but also draw substantial female readership.

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**FURTHER READING**

Examine the text carefully and formulate basic differences between newspapers and magazines on the one hand and radio and TV on the other hand from the point of view of a specialist in information and communication.

**Radio**

When you place a radio message, you're speaking to a captive audience — the listener has to take an action (actively change the station) to pass by your message. Because listeners are often sitting alone (frequently in their cars), speak to them like you're having a one-on-one conversation. Address them directly, and your message will get across.

Use these tips to learn more about what it takes to use radio successfully.

1. A good radio message doesn't differ greatly in structure from any other type of message. Begin with a headline — in this case, a strong opening line that tells the listener what you're going to tell them. Then tell them. Then finish by telling them what you've already told them. End your message with a call to action — buy our product, read our magazine, call now, etc.

2. On radio, you need to keep your message simple and focused. Choose one theme and stick to it. Remember that it takes longer to say something out loud than it
does to read it. The average 30-second radio spot contains only about 70 words. Mention your company name at least three times in those 30 seconds.

3. Different radio stations require different types of messages. In "Guerrilla Advertising," Jay Levinson identifies two basic types of stations. "Background" stations are on in the background and are typically music stations that are listened to passively. "Foreground" stations require active listening. They would include talk radio, all-news radio, call-in shows, and the like. Make your message sensitive to the format to keep the listener's attention. Don't use a "voice-only" ad on a music station. Don't put a country and western jingle on a classical music station; and don't use a music-driven ad on talk radio.

4. You have two basic choices when it comes to creating a radio message. You can provide a script and have it read by the announcer. Or you can provide a tape. If you choose the latter, have a professional announcer read the copy; and consider using background music or sound effects as a way of making the message stand out.

5. If you're using a script, consider placing your messages on the show of a well-known radio personality. By having the personality read your message, it will sound like a testimonial. And make sure the personality is familiar with your product or service – send them a sample, if appropriate.

Repetition is very important in radio, because it takes several airings for the listener to become familiar with your name and product or service. Frequency helps you break through the clutter. Consider running your spots at the same time every day for a week. Take a week off and then run it for another week.

Television
You might think of television as the exclusive domain of corporate advertising. But with the growth of cable and the ability to broadcast to a specific region, television can be used effectively by small businesses too. This medium must be utilized carefully, because it can be easily misused – a bad ad not only makes you look silly, but can actually decrease your customer base.

These tips can help you use advertising correctly.

1. Television is a visual medium. You need to communicate your message visually; the viewer should be able to tell what the ad is about with the sound off. Therefore, your visuals should be the most important part of your ad. Your script – the actual words used during the commercial – is the least important part.

2. Successful television advertising sells through emotions. Television viewers rarely remember the details of an ad, but they can recall how the ad made them feel. Make sure they feel motivated after viewing yours.

3. Get to the point. You have about two seconds to grab the television viewer's attention, so use a strong opening image – the visual equivalent of a strong headline. You then have a total of maybe five seconds to say what the message is about – if it's not clear you've lost the viewer for the entire ad.

4. Keep your message simple. Stress your benefits. And remember to stress them visually. You can do this by "showing" what they are, rather than just "telling" what they are.

5. Be sure to tell the viewer your name visually. Put it right there up on the screen, along with your logo, and your address and phone number. Better yet, hit them twice by having the voice-over announce read it aloud at the same time.

6. Don't forget your call to action. Tell the viewer what to do – Call now!!!; Visit your local dealer; Compare the value; Come see us; etc.
revision test for "mass media and communicating with it" module

Task 1. Give Russian equivalents:
1) footage
2) receptacle
3) gatekeeper
4) to blanket
5) indispensable
6) publicity
7) awareness
8) ownership
9) entertainment
10) audience

Task 2. Give English equivalents:
1) вражда; враждебность, неприязнь
2) крайний срок (публикации)
3) распространение
4) издание
5) добровольно
6) надёжность; доверие
7) благодаря любезности (кого-л.)
8) выдержка, цитата
9) скрывать; утаивать, умалчивать
10) известность

Task 3. Match the words on the left with their meanings on the right:
1. Newsworthy a. the aspect of a story in the media that interests people because it describes the experiences or emotions of individuals
2. Proximity b. a serious disagreement or argument, typically a protracted one
3. Prominence c. a result or effect of an action or condition
4. Timeliness d. the quality of being strange or peculiar
5. Oddity e. The state of being done or occurring at a favourable or useful time; opportune
6. Consequence f. interesting enough to the general public to warrant reporting
7. Conflict g. nearness in space, time, or relationship
8. Human interest h. the state of being important or famous

Task 4. Insert prepositions:
1. There are several barriers ... getting publicity ... the media.
2. Many periodicals have cut back ... pages.
3. They no longer offer the opportunity reaching large numbers ... people ... a single effort.
4. The purpose ... media coverage, an organization's standpoint, goes ... just news and information.
5. The material is handled... the advertising or sales department ... the newspaper or broadcast station.

**Task 5. Find out whether the following statements are true or false:**
1. The main source of newspapers' income is their readers and money they spend for buying papers.
2. The vast majority of material published in newspapers comes from press releases and information brought to them voluntarily.
3. Knowledge of a newspaper's hours of publication and the deadline is of key importance for everyone who supplies material to the paper.
4. Newspapers can be legally forced by the government to publish any material.
5. The final responsibility whether to publish information or not rests with the editor.

**Task 6. Translate into English.**
A major purpose of many information and communication programs is to provide news and information to the media in the hope that it will be published or broadcast. The resulting coverage is called publicity. A person who writes and places stories in the media is commonly referred to as a publicist, although most firms and corporations don't use the term in official job titles. The term "publicist" or "press agent" is more common in the entertainment industry, but the role in the communication industry is the same.

**Task 7. Translate into Belarusian / Russian.**
Паблисити — известность (предоставление информации о товаре, лице или компании по инициативе СМИ, которые считают эту информацию полезной для своей читательской или телевизионной аудитории; за эту информацию компания не платит и она вызывает большое доверие у публики). Компании могут пытаться создать это паблисити различными методами: присылают журналистам информационные материалы, организуют различные общественные мероприятия и т. д. Паблисити — это также содействие популярности: "паблисити" (с привлечением внимания широких слоев населения к личностям, товарам или услугам с использованием средств массовой информации); информация, используемая для придания известности или популярности отдельным личностям, товарам, услугам.

**Task 8. Give Russian equivalents:**
1) disseminate
2) facilitate
3) distinguish
4) awareness
5) scope
6) publicity
7) assignment
8) seasoned
9) implementation
10) enhance

Task 2. Give English equivalents:
1) практический результат; итог
2) ключевой, наиболее значительный
3) степень бакалавра
4) поддержка; одобрение
5) программа, план работы
6) составлять
7) предельный срок
8) интернатура (статус интерна, практиканта)
9) неосновная, непрофилирующая дисциплина (в университете)
10) профилирующая дисциплина; дисциплина специализации

Task 3. Match the words on the left with their meanings on the right:
1. career a. (of an official body) give authority or sanction to (someone or something) when recognized standards have been met
2. internship b. a person who makes a formal application for something, typically a job
3. applicant c. an occupation undertaken for a significant period of a person's life and with opportunities for progress
4. designation d. being a student or trainee who works, sometimes without pay, at a trade or occupation in order to gain work experience
5. accreditation e. bring and hand over smth to the proper recipient or address
6. compile f. the choosing and naming of someone to be the holder of an official position
7. deliver g. give something (money, assistance) in order to help achieve or provide something
8. contribute to h. identify differences between (two or more things or people)
9. disseminate i. spread or disperse (something, esp. information) widely
10. differentiate j. collect (information) in order to produce something

Task 4. Choose one suitable word to fill in the sentence:
1. The unique way we communicate is a fundamental part of the human experience, … humankind from the rest of creation
   a) designating b) distinguishing c) disseminating
2. PR deals with products indirectly by means of creation of cognitive … and a positive image of a company or service.
   a) assignment b) application c) awareness
3. … builds relationships and generates goodwill, while marketing is concerned with an organization's economic objectives, customers and selling products
   a) marketing b) advertising c) Public relations
4. Public relations helps an organization and its publics … to each other.
   a) differentiate  b) adapt mutually  c) compile

5. Public relations helps an organization build effective relationships with its publics and makes a contribution to the company's … .
   a) bottom line  b) think tank  c) endorsement

6. What is prior in the entire process of Public Relations?
   c. creation of cognitive understanding/awareness of the company/organization
   d. creation of a positive image of the company/organization
   e. creation of publicity

7. What is secondary in the entire process of Public Relations?
   d. creation of cognitive understanding/awareness of the company/organization
   e. creation of a positive image of the company/organization
   f. creation of publicity

8. What audiences does Public Relations deal with?
   d. customers and consumers
   e. publics
   f. clients

Task 5. Give answers to the following questions:
1. What does Advertising deal with?
2. What does Marketing deal with?
3. What does Public Relations deal with?
4. What public associations work in the sphere of PR education and training?

Task 6. Find out whether the following statements are true or false:
1. Many colleges help seasoned PR practitioners gain part-time internships in public relations that provide valuable experience and training.
2. There are some defined standards for entry into a public relations career.
3. Many colleges and universities offer bachelor’s and postsecondary degrees in public relations, usually in a journalism or communications department.

Task 7. Translate into English:
1. Функции связей с общественностью могут накладываться на функции маркетинга, однако связи с общественностью призваны налаживать взаимоотношения и создавать положительную репутацию, в то время как маркетинг ориентируется в основном на заказчиков и технологию продажи товаров.

2. Когда связи с общественностью становятся частью маркетинговой стратегии, этот процесс получает название маркетинговых коммуникаций. Связи с общественностью могут быть использованы для создания условий успешной продажи товаров организациями.

3. Журналисты пишут в основном для массовой аудитории – читателей, слушателей, телезрителей. Для этого и служат средства массовой информации, в которых они работают.
Task 8. Translate into Belarusian / Russian:

1. The public relations function takes many forms in different organizations, including public information, investor relations, public affairs, corporate communications, employee relations, marketing or product publicity, and consumer service or customer relations.

2. Since the public relations professional is often trying to reach large groups of people, an important tool is the printed word.

3. Various publications, special reports, videos, and multimedia programs are important ways of communicating.

4. Public relations work often requires skill in face-to-face communication - finding appropriate platforms, the preparation of speeches for others and the delivery of speeches.

5. Public relations programs operate against deadlines.

6. Under such high-pressure conditions, nine-to-five schedules go out the window.

7. Public relations executives are not tied to their desks for long periods.
This section gives you basic information on various forms of written communication within the field of information and communication and covers most popular ways of communicating with the media with the help of press-releases and other elements of media kits as well as it contains essential information on academic writing.

Professional Writing

Press-release Writing

The What, When, and How of a News Release

A news release is a piece of paper with a succinct statement of facts about an event or issue that affects your community. It tells readers what the event or issue is, why it is important, when it is pertinent, who is involved or making a statement about the event or issue and how readers can get more information. If your readers are media persons, they may use the release word for word as an article, or they may include it in a longer article about a similar event or issue.

The reasons to send a Press Release can be as follow:

- to promote a person, product, event or idea (hereafter referred to as 'the product'),
- to inform the public,
- to jump start a new business,
- to keep the name of your product in the news,
- to tell of a new aspect, development or circumstance of 'the product',
- to update the media,
- to announce good news,
- to inform of a major or minor change,
- to attract an audience,
- to educate a specific group.

The first question you should ask yourself before writing a press release is "why am I writing this?" You'd be surprised at the number of press releases we see that wander all over the place and don't focus on the main reason for writing it. Too often, people do not think of creative reasons to send press releases so they follow the same, old tired pattern of who, what, why, where and when. While these five questions should certainly be answered in the press release, when appropriate, a more creative approach makes for fresher copy.
When you are set to write a release, glance over the reasons above and select the most important one. This should serve as your guide throughout the process of writing the release. Secondary ones can be listed afterwards. But keep the main focus on number one.

Make sure the information is newsworthy. Tell the audience that the information is intended for them and why they should continue to read it. Present the information in descending order of importance. Start with the most important facts in two or three sentences in the first paragraph. Make a brief description of the news, and then distinguish who announced it, and not the other way around. A statement from your local president that summarises the local's position about the event or issue is appropriate in the next paragraph. The middle paragraph(s) gives necessary details. Avoid excessive use of adjectives and fancy language. Deal with the facts. The least important information appears near or at the end. The last paragraph typically includes a statement about the local association. Provide as much contact information as possible: Individual to contact, address, phone, fax, email, Web site address.

The media receives tons of news releases every day. Make it as easy as possible for media representatives to do their jobs. Your news release should be simple, concise and factual, while catching the attention of busy readers. Keep in mind that editors get many releases and only use the ones that provide news or interesting information. Spread your release along with a personal note (a line or two) to the media that are most important to you – like major publications in your industry. You can get extra impact by personally contacting a few of the most important media. Be sure to personally send your release to the newspapers and TV stations in your town. Local media often prefer to cover local stories and businesses. Also put your press release on your web site. The Internet is crawling with media editors and reporters looking for story ideas.

**Press Release Content Basics**

There are seven basic elements that every press release should have in terms of content and how it appears:

**FOR IMMEDIATE RELEASE:** These words should appear in the upper left-hand margin, just under your letterhead. You should capitalise every letter.

**Contact Information:** Skip a line or two after release statement and list the name, title, telephone and fax numbers of your company spokesperson (the person with the most information). It is important to give your home number since reporters often work on deadlines and may not be available until after hours.

**Headline:** Skip two lines after your contact information and use a boldface type.

**Dateline:** This should be the city your press release is issued from and the date you are mailing your release.
**Lead Paragraph:** The first paragraph needs to grasp the reader's attention and should contain the relevant information to your message such as the five W's (who, what, when, where, why).

**Text:** The main body of your press release where your message should fully develop.

**Recap:** At the lower left hand corner of your last page restate your product's specifications; highlight a product release date.

---

10 Essential Tips to Ensure Your Press Release Makes the News

1. Make sure the information is newsworthy.
2. Tell the audience that the information is intended for them and why they should continue to read it.
3. Start with a brief description of the news, then distinguish who announced it, and not the other way around.
4. Ask yourself, "How are people going to relate to this and will they be able to connect?"
5. Make sure the first 10 words of your release are effective, as they are the most important.
6. Avoid excessive use of adjectives and fancy language.
7. Deal with the facts.
8. Provide as much contact information as possible: Individual to contact, address, phone, fax, email, Web site address.
9. Make sure you wait until you have something with enough substance to issue a release.
10. Make it as easy as possible for media representatives to do their jobs.

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12 Handy Steps for Writing Great Press Releases

As a handy reminder of some of the most important points in press release writing, the following 12-step summary can be printed out and posted on your computer or your wall or anywhere you can access it easily.

1. Keep the length a maximum of one page unless absolutely necessary.
2. Tell about your products or services in one or two clear sentences.
3. Create an angle of interest.
4. Attract your reader with your title.
5. Use active verbs to enliven your release.
6. Follow rules of grammar and style as you would for any piece of writing.
7. Use timely information, preferably related to current events or trends.
8. Make every word count and count every word.
9. Make sure your releases get broad coverage with national and regional publications, radio and television stations, Internet publications, and all potential clients.
10. Include ample contact information: name, address, phone, after-hours phone, fax, email, Web site.
11. Deal with the facts; avoid fluff.
12. Avoid excessive use of adjectives, adverbs and fancy language.
Press Release Template

FOR IMMEDIATE RELEASE:

CONTACT:
Contact Person
Company Name
Telephone Number
Fax Number
Email Address
Web site address

Headline
City, State, Date — Opening Paragraph (should contain: who, what, when, where, why):

Remainder of body text - Should include any relevant information to your products or services. Include benefits, why your product or service is unique. Also include quotes from staff members, industry experts or satisfied customers.

If there is more than 1 page use:

-more-

(The top of the next page):

Abbreviated headline (page 2)

Remainder of text.

(Restate contact information after your last paragraph):

For additional information or a sample copy, contact: (all contact information)

Summarize product or service specifications one last time

Company History (try to do this in one short paragraph)

# # #

(Indicates Press Release is finished)
FOR IMMEDIATE RELEASE

CONTACT:
Gail Manzella
Flow Therapeutics, Inc.
22 Benedict Crescent
Basking Ridge, NJ 07920
Phone: 907-470-0932
Email: hypnosis5g@aol.com
Web site: www.accessyourpower.com

Improve Your Quality of Life with Online Virtual Hypnotherapy

Basking Ridge, New Jersey—April 18, 2001—If you’ve ever wanted to increase your happiness, lose weight, reduce stress and achieve a better all-around life, tune into accessyourpower.com. The Web site, a virtual treasure chest of helpful information and beautiful scenery, creates a safe online harbor for people to go to deal with their problems and to elevate their moods. Once inside, your mouse clicks you into more magical places than the real Mouse’s Magic Kingdom.

Log into the tutorial sound files, choose your subject and listen to a skilled hypnotherapist’s words lead you through a relaxation exercise that frees your mind to think positive thoughts. The words are powerful, invoking both inspiration and motivation. Background music and exquisite imagery add to the life-changing force. Meditative music sets the mood along with spectacular video images of glowing sunsets, glades studded with tall pines, shimmering lakes and palm trees silhouetted at sunrise. Similar to meditation but more instructional, the hypnotic tutorials show you how to retrain your thought process to achieve lasting happiness.

The individual tutorials cover such life issues as stress, anxiety, weight loss, fear of flying, insomnia, cancer, surgery and relaxation techniques. The unique virtual hypnosis experience raises the level of consciousness to a point where you can take charge of your life and revitalize your body through mind power.

Through a kind of hypnosis that utilizes meditation, imaging, positive feedback and goal reinforcement, the tutorials offer new hope to all who desire to change any aspect of their lives. This new home therapy on the Internet complements other types of professional person-to-person therapies such as behavior modification, positive self-talk, therapeutic meditation and even psychotherapy.

The site offers a host of other services including a bulletin board, book reviews, a chat room and other resource links that relate to the healing arts of mind, body and spirit.

For personal growth and positive change through hypnosis and self-hypnosis, the audio and visual tutorials are available from Flow Therapeutics Virtual Well-Being Center for a one-time fee of $39.95 with a 30-day money back guarantee.

For additional information visit: www.accessyourpower.com

# # #
FOR IMMEDIATE RELEASE

CONTACT:
Antonio Ca’ Zorzi
Moda-Uomo.com
130 Marion Drive
Plainsboro, NJ 08536
Phone: 609-750-0235
Fax: 609-750-1392
Cell Phone: 906-510-0795
Email: acazorzi@Moda-Uomo.com
Web site: http://www.moda-uomo.com

Moda-Uomo.com Brings the Latest in Italian Men's Fashion Trends

Plainsboro, NJ—May 25, 2001—Moda-Uomo.com, Inc., a web based clothier which started operations early this year, offers a convenient and affordable alternative to Made-in-Italy quality dress shirts and handmade ties. The style proposed by Moda-Uomo.com closely follows the fashion trends of the autumn/winter 2001/2002 Milano Moda Uomo show, where the various collections presented (Armani, Valentino, Coveri, Biaggini and Zileri among others) stressed a return to masculine classic elegance, with an abundance of precisely crafted materials.

Pagliara 1848, the 150-year-old Italian sartorial brand featured by Moda-Uomo.com, brings together the latest in classic fashion design and a choice of high quality materials and color combinations. Gaetano Pagliara, co-founder of the company, was involved in the Naples-based family business since his early years. His vision has brought him to expand this tradition internationally, first in Belgium and now in the US, leveraging the possibilities of the online business.

Antonio Ca’ Zorzi, President of Moda-Uomo.com, Inc., is keenly aware of the challenge of transmitting to customers the real life characteristics of fabrics, textures and colors through a virtual conduit, and dedicates great attention to these details.

The online shop features top quality men's clothing with the Made-in-Italy seal for excellent craftsmanship and style at unrivaled prices for the US retail market. The dress shirts are made in soft 2 ply Egyptian cotton fabrics, offered in five different weaves, and finished with great attention to detail. Ties, hand-made in Naples in pure jacquard-woven silk, come in a wide variety of textures with geometric and classic designs and shimmering/mat finishes. They tie a large knot, today's Italian favorite.

Beyond its fine line of products, the web site offers a pleasant and user-friendly shopping experience, which have earned it the "Angel of Fashion" Award for enhancing style on the web. Moda-Uomo.com offers overnight and standard shipping to many countries for nominal cost and a 30-day money-back guarantee.

Moda-Uomo.com, Inc. is a privately owned corporation established in New Jersey in 2000. For more information visit: http://www.moda-uomo.com.

# # #


Headlining Your Press Releases

Newspaper headlines sell newspapers. Content is important. It's the old story of don't judge a book by its cover but people still do. Frequently, if you're pressed for time, you might scan the article titles and subheadings, if there are any. They tell a lot and that's the way it should be. That's why headings rule the reader. If we like what we see in the heading, chances are we'll read the whole article.

Some of our staff tried an interesting experiment today. Some of us read only the headings and subheadings of every article in the business section of The Miami Herald, to pick a newspaper at random. Another group read the entire articles. When we finished, we discussed some of the articles with staff people who had read the whole articles. The outcome was surprising. Though they supplied the details, we were able to converse with them on all of the articles.

To give you some examples from today's business section of the Miami Herald, the headlines read, "MCI Joins Phone Fray." The subheading clarifies it: "Local calls offered in parts of Florida." Just those two headings tell the whole story. MCI is beginning to sell local phone service in Florida markets. If you want to know exactly where and when, you'll read the article. But for all practical purposes, the headings tell you what you want to go back and read.

Another heading, "ANC's Tough Choices" is followed by subheading "Bankrupt firm vows to stay intact." We know the company is struggling but is fighting to stay in business. "Sailing in Rough Seas," heads an article not obviously about cruise lines but you get that spelled out in the subheading. "Two NCL ships debut as prices hit rock bottom."

All of the above serve as examples of how headings entice and inform the reader. The next time you entitle your press release, think of how it would appear as a newspaper headline.

Practice

Now it is high time for you to write your own press releases.

Task 1.
Pair-work: write a press release with a purpose to attract applicants to the Belarusian State University. Keep in mind the news value that your press release must have for being published at a newspaper.
**Task 2.**
Split into 2 or 3 groups and write a press release to promote the Department of Information and Communication of the Belarusian State University keeping in mind the purpose of making this speciality popular among the applicants. Keep in mind the news value that your press release must have for being published in a newspaper.

**Task 3.**
Write a press release to get the publicity for the Department of Information and Communication of the Belarusian State University in order to maintain the positive image of the graduates of the department among potential employers.

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**The Media Kit**

Beyond the news release the most general print vehicle in public relations work is the media or press kit. Press kits—in print or on-line format—incorporate several communications vehicles for potential use by newspapers and magazines.

A bare-bones media kit consists of:

1) a news release
2) backgrounder
3) biography
4) photo (perhaps a CD-ROM)
5) fact sheets (Q&As)

**Additional elements:**

6) By-liner
7) Media Advisories
8) Case History
9) Pitch Letter
10) Op-Ed

The kit is designed to answer all of the most likely questions that the media might ask about the organization’s announcement.

Media kits may also require fact sheets or Q&A (question-and-answer) sheets. The public relations professional must weigh carefully how much information is required in the media kit. Journalists don’t appreciate being overwhelmed by too much copy and too many photos.

In preparing a media kit, public relations professionals must keep the following points in mind:

1. Be sure the information is accurate and thorough and will answer a journalist’s most fundamental questions.
2. Provide sufficient background information material to allow the editor to select a story angle.
3. Don’t be too commercial. Offer balanced, objective information.
4. Confine opinions and value judgments to quotes from credible sources.
6. Visually arresting graphics may mean the difference between finding the item in the next day's paper or in the same day's wastebasket.

Next to the news release, the most popular tool is the biography, often called the biographical summary or just plain bio. The bio recounts pertinent facts about a particular individual. Most organizations keep a file of bios covering all top officers. Major newspapers and wire services prepare standby bios on well-known people for immediate use on breaking news, such as sudden deaths.

**Straight Bios**

The straight bio lists factual information in a straightforward fashion in descending order of importance, with company-oriented facts preceding more personal details. For example, the straight biography of Madison Square Garden CEO David W. Checketts might begin this way:

**Sample Bio**

David W. Checketts was named president and chief executive officer of Madison Square Garden on September 20, 1994. He began his career at the Garden as president of the New York Knicks in March 1991. In his four full seasons, the team twice finished in first place, made it to the Eastern Conference Finals twice, and emerged as Eastern Conference Champions in 1994.

Mr. Checketts came to the Knicks from the National Basketball Association headquarters, where he served as vice president and general manager of NBA International, since September 1980.

Mr. Checketts spent six years with the Utah Jazz, beginning in 1983 and during that time, brought the team into prominence as one of the NBA's most successful organizations. At 28, he was the youngest chief executive in the NBA.

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Arnold Schwarzenegger was sworn in as the 38th Governor of California on November 17, 2003. His landslide election as the state's chief executive follows a distinguished career in business and entertainment.

Governor Schwarzenegger's top priority is fulfilling his mandate from Californians to bring jobs back to the state and restore its prosperity. Upon taking office, he inherited an unprecedented fiscal crisis. He averted bankruptcy with measures that refinanced old debt and re-
quired the state to live within its means without raising taxes. Schwarzenegger’s workers’ compensation reform package repaired a system that had the highest costs in the nation and his Indian Gaming Compacts secured California’s fair share of billions of dollars in revenue. In 2004, he signed legislation to prevent “shakedown” lawsuits which were driving jobs and businesses out of California and blocking its path to recovery.

Governor Schwarzenegger’s firm belief that economic prosperity and environmental health go hand in hand was evident during his first year in office. His Oceans Action Plan will set a national standard for the management of ocean and coastal resources. He created California’s Hydrogen Highway by Executive Order to support the transition to a clean hydrogen transportation economy. The Governor also signed historic legislation creating the 25-million acre Sierra Nevada Conservancy, California’s largest.

Throughout his career, he has had a strong commitment to children. Before becoming governor, Schwarzenegger founded the Inner City Games Foundation and pushed for more funding for after school programs. He championed the After School Education and Safety Act of 2002 (Proposition 49), overwhelmingly approved by voters. As governor, he is taking action to give California’s children the quality education and opportunities they deserve. His settlement of the landmark Williams vs. California lawsuit contained reforms that ensure qualified teachers for every student and clean and safe school facilities with up-to-date textbooks. He has increased per pupil spending and education funding and worked hard to give local schools the power to meet the specific needs of their own communities.

Governor Schwarzenegger and his wife Maria Shriver have four children – Katherine, Christina, Patrick and Christopher.

The Backgrounder

Background pieces, or backgrounders, provide additional information generally to complement the news release. (Thus the use of the term Backgrounder to signify complementary material in this book.) Backgrounders can embellish the announcement, or they can discuss the institution making the announcement, the system behind the announcement, or any other appropriate topic that will assist a journalist in writing the story.

Backgrounders are longer and more general in content than the news release. For example, a two-page release announcing the merger of two organizations may not permit much description of the companies involved. A four- or five-page backgrounder provides editors with more depth on the makeup, activities, and history of the merging firms. Backgrounders are usually not used in their entirety by the media but are excerpted.

Subject matter dictates backgrounder style. Some backgrounders are written like a news release, in a snappy and factual manner. Others take a more descriptive and narrative form.

Example: News Release Style

BACKGROUNDER—SWENSEN’S ICE CREAM COMPANY

The original Swensen’s Ice Cream Shoppe was established in 1948 by Earle Swensen at the corner of Union and Hyde in San Francisco. In 1963 Mr. Swensen licensed the company’s predecessor, See Us-Freeze, Inc., later known as United Outlets, Inc.,
to use Swensen's trade names, trade secrets, recipes, and methods of operation as the basis for Swensen's franchise system. The license agreement was modified in June 1975 and permits the company to use the licensed property and franchise Swensen's shops in all areas of the world except the city and county of San Francisco.

**Fact Sheets, Q&As, Photos, Etc.**

Beyond bios and backgrounders, media kits may contain any other information that will help a journalist tell a story. Increasingly today, journalists are accessing organizational media kits on-line. They want information in a hurry, without being delayed by voice mail or foot-dragging. Therefore, the following make great sense to include in media kits.

1. Fact sheets, which compile the most relevant facts concerning the product, issue, organization, or candidate discussed in quick and easily accessible fashion.
2. Q&As, which present the most probable questions posed about the subject matter at hand and then the answers to those questions. Again, this preempts a reporter's questions to a live—and often unavailable—public relations person.
3. Photos, which illustrate the subject. The popularity of *USA Today*, a national full-color newspaper, stimulated virtually every competitor to move to full-color printing. With 80 percent of photo editors now downloading from the Web, on-line color media kit photos are a necessity.

**Fact Sheets and Media Advisories**

Although fact sheets are distributed by public relations personnel to the same media as news releases are and somewhat resemble releases physically, they are in outline form instead of in news story format.

*A fact sheet is essentially a quick reference tool for reporters: It summarizes the key points about an event, a product, or a company to help reporters get a quick grasp or overview.* Susan Antilla, New York bureau chief of *USA Today's* money section, said in *Jack O'Dwyer's Newsletter*, "PR people can really help a lot by providing background on companies... good fact sheets are considered gold and are kept on file."

**FMD: A Summary of Facts**

**Background**

Foot-and-mouth disease (FMD) is a highly contagious viral disease that does not affect humans but has devastating effects on animals with cloven hooves, such as cattle, swine, sheep, goats and deer. The U.S. has not had a case of foot-and-mouth disease since 1929, an outbreak that was quickly contained and eradicated.

There are seven types of the FMD virus, all of which have similar symptoms. Immunity to one type does not protect animals from other types. The average incubation period for FMD is between three and eight days, but can be up to two weeks in some cases. The disease is rarely fatal but may kill very young animals. Animals that survive are often debilitated and experience severe loss in milk or meat production.
Spread

Foot-and-mouth disease is a highly contagious virus and can be spread by movement of infected animals, movement of contaminated vehicles, and by contaminated facilities used to hold animals. It also can infect animals through contaminate: hay or feedstuffs and if susceptible animals drink from a common water source.

While FMD is not considered a threat to human health, people who come in contact with the virus can spread it to animals through clothing, footwear or other equipment/materials. The virus can harbor in the human nasal passages for as long as 10 hours. Wind also can spread the virus through the air.

Economic Effects

If FMD were to occur in the U.S., the degree of economic impact would depend on how quickly the disease was identified and effective control measures put in place. If it was controlled quickly and eradicated, as was the case with the last outbreak in the U.S. in 1929, the damage might be small.

A media advisory, also called a media alert, differs from a fact sheet. It gives basic facts about an event, in the hope of attracting media coverage, and it also describe interview prospects as well as photo and video possibilities.

The Pitch Letter

The purpose of the pitch letter, an important tool in a public relations campaign, is to obtain coverage of an event in the print and electronic media.

A pitch letter to an editor or producer should be so brisk and bright that it will catch the recipient's attention in the daily stack of mail. These letters offer the writer an opportunity to be clever, even off-beat, but they also must include the basic facts about an event or new product and offer reasons why the editor should assign someone to cover it.

The letter should be addressed personally to an individual, not merely to "Editor." Several directories are available to identify the current editor of a publication as well as its editorial calendar—the planned topics and special issues for the coming year. Bacons Directories is a large set of annual directories in print and CD-ROM format. TheDirectories also include an update service for a fee to the purchaser of the volumes. Frequent updates of the annual directory are provided so that news releases and pitch letters are targeted to the current editor or reporter at a publication. Although reporters and editors move and change positions frequently, they are nonetheless sensitive about receiving mail directed to their predecessor.
Sample pitch letter 1

Dear Mr. Vele,

Arthur Rivlin one day decided to rebuild a boat in his garage, so he could sail on Lake Michigan... maybe even sail all the way across Lake Michigan. Little did he imagine that before the year was out, he was going to sail that little boat all the way across the Atlantic!

He wrote a book about his adventures -- "SAIL! Everything Must Go!" -- which tells how a perfectly average suburban hobbyist got carried away with his dream. One critic says the book is in a class with "Zen and the Art of Motorcycle Maintenance." Rivlin is not only a good writer; he's also a great story-teller, and I think your listeners would find his stories fascinating.

A hard-working father of three, Arthur Rivlin worked as an auto mechanic in a repair shop in Dundee, by day. By night he bought and repaired a boat, taught himself to sail, and then took off for one of the most unforgettable "vacations" ever experienced -- crossing the Atlantic all by himself in the summer of 1990.

Fortunately for radio audiences, he's as articulate in person as he is on the printed page. I can't imagine a more perfect guest for your program, "Booktime," on WKOC-FM. He's available any day this month -- but next month he's due to leave town on a book promotion tour.

I have enclosed a copy of his book. I will be calling in a few days to see if you agree that Arthur Rivlin would make a great guest. Thanks for your consideration.

Sample pitch letter 2

March 28, 2005
Mr. Joe Smith
Features Editor
The Daily Herald
Anytown, OH 44444

Dear Joe:

On November 19, during halftime of the California-Stanford game, 80,000 people will make history.

They'll be helping to establish a New World Record by participating in the largest participatory game in -- a monumental round of Pictionary, led by the Stanford Marching Band.

The band will use formations to create pictures of words and phrases. The crowd will then have the chance to guess the word, by cheering at the appropriate choice read aloud by the public address announcer.

Rob Angel, the man who began the Pictionary craze, will be in town for the record-setting attempt. In just five years, Rob's risen from waiter to millionaire. One of the most successful game inventors in history, he's now a celebrity in his own right (he was recently featured on the cover of USA Weekend as part of their "Young Millionaires" issue).
Rob will be available to discuss the "Mega-Pictionary" game, and his role as inventor of America's favorite game on Thursday, November 17 or Friday, November 18.

I'll be in touch soon to discuss a possible interview. Look forward to speaking with you.

Sincerely,

Bill Stoller
Media Director

The Case History

Beyond the news release and the media kit, another popular and foolproof public relations writing vehicle to attract publicity is the case history.

The case history is frequently used to tell about a customer's favorable use of a company's product or service. Generally, the case history writer works for the company whose product or service is involved. Magazines, particularly trade journals, often welcome case histories, contending that one person's experience may be instructive to another.

Case history articles generally follow a five-part formula:

1. They present a problem experienced by one company but applicable to many other firms.
2. They indicate how the dimensions of the problem were defined by the company using the product.
3. They indicate the solution adopted.
4. They explain the advantages of the adopted solution.
5. They detail the user company's experience after adopting the solution.

Trade book editors, in particular, are often willing to share a case that can be generalized—and is therefore relevant—to the broader readership. Done skillfully, such a case history is soft sell at its best: beneficial to the company and interesting and informative to the editor and readers.

The Byliner

The bylined article, or byliner, is a story signed and ostensibly authored by an officer of a particular firm. Often, however, the byliner is ghostwritten by a public relations professional. In addition to carrying considerable prestige in certain publications, byliners allow corporate spokespeople to express their views without being subject to major reinterpretation by the publication.

Perhaps the major advantage of a byliner is that it positions executives as experts. The fact that an organization's officer has authored an informed article on a subject means that not only are the officer and the organization credible sources, but also, by inference, they are perhaps more highly regarded on the issues at hand than their competitors. The ultimate audience exposed to a byliner may greatly exceed the cir-
calculation of the periodical in which the article appears, because organizations regularly use byliner reprints as direct mail pieces to enhance their image with key constituent groups.

**The Op-Ed**

Similar to the byliner, the op-ed article is an editorial written by an organizational executive and then submitted for publication to a leading newspaper or magazine. Most leading newspapers include a page opposite their editorial pages for outside opinions, thus "op-ed."

Being included on a publication's op-ed page is a prestigious publicity forum, and op-ed submissions are therefore plentiful. Op-ed pieces then must be written in a style that attracts attention. It should contain the following elements:

1. **Grabber**, which starts off the piece and "grabs" attention;
2. **Point**, which hammers home the thesis of the article;
3. **Chain of evidence**, which gives the facts that support the argument;
4. **Summation**, which summarizes the argument;
5. **Good-by zinger**, which leaves the reader with something to think about.

**The Newsletter**

Designed as an informal publication to deliver information to a target audience at regular intervals, newsletters are used frequently by corporations to communicate employees and stockholders, by nonprofit agencies and associations to reach members and friends, and by sales organizations to deliver information and personnel to representatives in the field. Expert opinion and inside advice in specialized also are sold to subscribers in newsletter form by commercial publishing firms.

The typical newsletter is a four-page folder of 8 1/2-by-11-inch pages, often set in computer type rather than regular printer fonts. This style projects an air of informality and urgency. Ample use of white space increases readability.

The newsletter can be double-folded into a No. 10 business envelope, or it can be a self-mailer—that is, when folded, it has space on an outside surface for the address and stamp. Envelope mailing has greater impact, but the self-mailer is more economical. The choice is a question of budget.

Newsletters for internal audiences typically report to employees on trends in their field of work, forthcoming events, personnel changes and policy announcers—within the organization, news from field offices, introduction of new products unusual achievements by employees, results of surveys, and new publications. The goal is to make employees feel that they are informed about company affairs.

A newsletter aimed at an outside audience, members of an organization, or both may contain items about political trends that could affect the organization or field interest, announcements of new programs and policies, brief human interest stories etc. The single topic editions should be avoided.

1. **Your Newsletter's Name**—Be creative when choosing a name for your newsletter.

Most companies stick their newsletter with the same name as their company but
there are ways to improve its marketability. Example: Your company's name is Joe's Tree Nursery. "The Treehouse" has potential and makes your newsletter sound fun to read.

2. *Stay Away from the Sales Hype* – Your newsletter is supposed to be informative, not a booklet full of advertisements. If the stories in your newsletter are well-written, consumers won't need to be told your products/services are better. They'll see it for themselves.

3. *Write in Third Person* – All stories should be written as a third party observer. Take a look at newspaper and magazine articles for prime examples.

4. *Write in a Conversational Tone* – Talk to your customer, not at them. Don’t use big words when smaller ones will do.

5. *Avoid Technical Jargon* – Don't assume your customers know what abbreviations stand for this and that. Keep your stories on an even keel.

6. *Proofread, Proofread, Proofread* – Your newsletter is a reflection of your company. Its quality. Service and people. Have several people proofread each story so you can have several perspectives.

7. *Front Page Should Pack a Punch* – You wouldn't buy a newspaper if it was just a bunch of plain words, no pictures and no headlines. Don't save the best for last by burying your best article in the back of your newsletter. Put it right on the front page. If you draw readers in, they're more likely to flip through the entire issue.

8. *Avoid "A Message from the President" Statements on the Front Page* – It may be tempting but you should still stick with your most informative article(s) on the front page. You don't see Letters to the Editor on the front page of your newspaper or the covers of magazines. There's a good reason. And the same holds true for newsletters.

**Academic Writing**

*Writing a Formal Definition*

To write a formal definition means to make up a concise, logical pattern that includes as much information about the defined subject/object as it can within a minimum amount of space. Such pattern consists of three parts:

1. The term itself, i.e. is the word or phrase that you are going to define.
2. The superconcept, i.e. the general word that names the class of objects or concepts to which the term belongs.
3. The differentiating characteristics that distinguish it from all others of its class. These may include particular attributes, specific usage, peculiar settings etc.

*For example:*

- Comic books *(term)* are publications *(class)*, sequential and narrative, consisting of illustrations, captions, dialogue balloons, and often focus on super-powered heroes *(differentiating characteristics)*.
- Astronomy (term) is a branch of scientific study (class) primarily concerned with celestial objects inside and outside of the earth's atmosphere (differentiating characteristics).

Mind, that your definition should suit the particular situation and audience, i.e., it should contain information relevant to the topic and your main idea, and be understandable and useful for your target audience. So, in various rhetorical situations you may give different definitions to one and the same term, e.g.

- Interview is a meeting in which a person is asked about personal views, activities, etc., as by a newspaper reporter or a pollster
- Interview is a published, taped, or filmed account of such a meeting in which a person is asked about personal views, activities, etc.

Avoid defining with "X is when" and "X is where" statements. These introductory adverb phrases should be avoided. Define a noun with a noun, a verb with a verb, and so forth.

Do not define a word by mere repetition or merely restating the word.

- "Rhyming poetry consists of lines that contain end rhymes."

Better:

- "Rhyming poetry is an artform consisting of lines whose final words consistently contain identical, final stressed vowel sounds."

Define a word in simple and familiar terms. Your definition of an unfamiliar word should not lead your audience towards looking up more words in order to understand your definition.

**Constructing an Argument**

Attention! Here we consider only formal arguments. Argumentative discourse and arguments as larger pieces of text are to be examined during your next academic years.

Although arguments come in various patterns to accomplish various purposes, their basic structure remains the same. An argument consists of evidence presented in support of an assertion or claim that is either stated or implied. For example:

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>We should not go skiing today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td>because it is too cold.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Because some laws are unjust,</td>
</tr>
<tr>
<td>Conclusion:</td>
<td>civil disobedience is sometimes justified.</td>
</tr>
</tbody>
</table>
Evidence: All human life is sacred.
Implied Conclusion Therefore abortion is wrong.

Actually, the shape of argument is a bit more complex than these examples suggest. Each argument has a third element that is not stated in the above examples. This third part is the “glue” that connects the support — the evidence or reasons — to the argument's assertion and thus fulfills the logic of the argument. This glue, what British philosopher Stephen Toulmin calls the argument's warrant, is the belief, principle, or assumption that allows us to assert that our evidence or reasons do support our conclusion. See a model of Toulmin's argument structure.

CLAIM: Abortion is wrong.
EVIDENCE: Human life is sacred.
WARRANT: Human life begins at conception.

Look again at the sample arguments to see what assumptions must be accepted to make each argument work:

Conclusion: We should not go skiing today.
Evidence: It is too cold.
Underlying assumption (warrant): When it is too cold, skiing is not fun; the activity is not sufficient to keep one from becoming uncomfortable.

Conclusion: Civil disobedience is sometimes justified.
Evidence: Some laws are unjust.
Underlying assumption (warrant): To get unjust laws changed, people need to be made aware of the injustice. Acts of civil disobedience will get people's attention and make them aware that the laws need changing.

Assumptions play an important role in shaping an argument, so you need to be sure to clarify those assumptions upon which an argument rests. Note, for instance, another assumption operating in the first argument, namely, that the temperature considered “uncomfortable” for the speaker will also be uncomfortable for her companions, an uncertain assumption. In the second example, the assumption is less debatable, for acts of civil disobedience usually get media coverage and serve to dramatize the participants' views. (Not everyone may agree that the laws are unjust, but that is another argument.) The underlying assumption in the third example underscores the importance of becoming aware of each argument's glue, for often the warrants themselves need to be defended or supported in some way. The debate over when human life begins is at the center of the debate over abortion rights.
Writing Paragraphs

In order to answer a question in the written form or to create an essay, you should know how to write a paragraph.

**Paragraph** is a group of sentences that develops _one_ main idea (topic). **Topic** is the subject of the paragraph; it is what the paragraph is about. For example in the following paragraph the topic is _the habit of smoking cigarettes_.

Smoking cigarettes can be an expensive habit. Considering that the average price per pack of cigarettes is about two dollars, people who smoke two packs of cigarettes a day spend $4.00 per day on their habit. At the end of one year, these smokers have spent at least $1,460.00. But the price of cigarettes is not the only expense cigarette smokers incur. Since cigarette smoke has an offensive odor that permeates clothing, stuffed furniture, and carpet, smokers often find that these items must be cleaned more frequently than those belonging to nonsmokers. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.

The topic of a paragraph is usually introduced in a sentence. This sentence is called the **topic sentence**. A good topic sentence states not only the subject of the paragraph but also an idea or an attitude about the topic. This idea or attitude about the topic is called the **controlling idea**. For example, in the following topic sentence:

*Smoking cigarettes can be an expensive habit.*

The topic is _the habit of smoking cigarettes_ and the controlling idea is that smoking can be _expensive_.

As far as you formulated a controlling idea about your topic, you should find some facts to **support** the opinion or attitude expressed in your topic sentence. It serves to back up, clarify, illustrate, explain, or prove the point you make in the topic sentence. In the paragraph that we are taking as an example the support is in the sentences where the writer calculates the expenses that cigarette smokers incur:

**Support:**

1. Cigarettes cost about two dollars a pack.
2. The average smoker smokes two packs of cigarettes a day.
3. The annual expense for this smoker is $1,460.00.
4. The smoker must also pay for extra cleaning of carpeting, furniture, and clothes.
In your paragraph there should be a sentence, which summarizes the main idea. Such sentence is called the concluding sentence. In our example the concluding sentence is:

Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.

Each sentence within a paragraph should relate to the topic and develop the controlling idea. It means that your paragraph should have unity. For example, if in our paragraph about the expensiveness of the smoking habit there were sentences about harmful effect of this habit on people’s health, the paragraph would lack unity.

Another element of a paragraph is coherence. It means that all the sentences and ideas should be arranged in the logical order.

So, when you write a paragraph remember about all the elements. Answer the following questions in order to check the correctness of your paragraph:

1. Does your paragraph have a topic sentence?
2. Does your paragraph have a clear, focused controlling idea?
3. Is your paragraph unified? That is, do all the sentences support the controlling idea?
4. Is your paragraph coherent? That is, are the sentences logically arranged and do they flow smoothly?
5. Does your paragraph have a concluding sentence?

Writing Essays

The parts of an essay are much like the parts of a paragraph. The essay begins with an introductory paragraph, which tells the reader what the essay is about (compare with the topic sentence in a paragraph). The body of the essay is made up of paragraphs that support the introduction (compare with the supporting sentences in a paragraph). Each developmental (supporting) paragraph should have a topic sentence that supports the controlling idea mentioned in the introductory paragraph. All the ideas in each paragraph should support their topic sentence. The concluding paragraph completes the essay (compare with the concluding sentence). The concluding paragraph should give (A) an opinion, preference, prediction, or solution (depending on the contents and purpose of the essay) and (B) reasons.

Let’s analyse the following model essay:

UPSETTING THE BALANCE OF NATURE

The members of a living community exist together in a particular, balanced relationship, or ecosystem. One animal species eats another animal species, which in turn eats another. Over years, a balance is worked out among the plants and animals in a community and it remains basically stable. However, at times this balance in nature is disturbed, resulting in a number of possibly unforeseen effects. Perhaps a disease results in the near extinction of one spe-
cies, leaving another species with no natural predator. The result can be a terrific increase in that one species’ population. This could further result in the devastation of a shared food supply, which could in turn affect another species. It is possible for the disruption in the balance of nature to have natural causes: disease, drought, and fire. Sometimes, however, human beings intervene in a natural environment, perhaps only slightly and with good intentions. The result is the same. The balance of nature becomes unbalanced and results in an entire chain reaction of unforeseen and unwanted effects.

Supporting (developmental) paragraph I

A good example of this occurred in the Antilles in the 1870s. Sugar cane was a major crop there, but rats were eating and nesting in the cane, causing a great deal of damage. The mongoose was known to be an excellent rat hunter. Several males and female were imported in 1872, and laws were established that forbade the killing of them or their offspring. The mongoose flourished in the Antilles. After ten years it had multiplied abundantly and had significantly reduced the rat population. Consequently, damage to the cane fields was greatly reduced. It seemed that the scheme to add another piece to the ecological puzzle in the Antilles had been successful.

However, that is not the end of the story. The influence of the mongoose did not stop there. As the rat population decreased and the mongoose population increased, the mongoose needed to enlarge its menu. It attacked young pigs and goats, poultry, game, and began to destroy bananas, maize, and pineapples. Because the mongoose could not be hunted, its numbers increased rapidly, and it became a terrible pest. All the indigenous animals suffered damage. The mongoose learned to enjoy the native birds, snakes, lizards, and turtles and their eggs. Now, it was specifically these animals that kept the local insect population in check. There were in the ecosystem of the Antilles a number of insects that lived on and in the sugar cane. Until that time, they had not caused significant damage to the cane, because they were the natural food of so many local animals that kept their numbers down. However, as the birds, snakes, lizards, and turtles disappeared, the insect population began to increase. With no natural predators to keep them in check, the insects began to do more damage to the cane fields.

Supporting (developmental) paragraph II

Finally, the people of the Antilles realized that the introduction of the mongoose had caused a finely and delicately balanced system to go awry. The law against killing the mongoose was rescinded, and the mongoose population was reduced. Gradually, the different members of the plant and animal community came back into balance with each other and equilibrium was reestablished. However, the human members of the community would not soon forget that a single change in an ecosystem can cause a chain reaction that results in completely unforeseen and sometimes unwanted effects.

Conclusion
Analysis

Introductory paragraph
The essay has an introductory paragraph, which states the general topic “ecosystem”. It defines the essence of the notion “ecosystem” and tells the controlling idea on which the whole essay will be focused – unforeseen effects of human intervene into the balance of nature. The sentence containing the controlling idea of an essay is called the thesis statement. The thesis statement is usually the last sentence of the introductory paragraph.

Second paragraph
The second paragraph of the essay is the first paragraph of the body of the essay. It is called the first developmental paragraph. It supports the controlling idea that was identified in the introduction. The topic sentence of this paragraph lets us know that the whole paragraph will tell an example of the effect of human interference into the ecosystem. All the sentences in the paragraph are connected in one narration and illustrate one controlling idea – positive side, success of human’s interference.

Third paragraph
The third paragraph is the second developmental one. It also supports the controlling idea of the essay. The topic sentence of this paragraph (The influence of the mongoose did not stop there.) states the idea of negative side of human intervene. All the sentences in the paragraph narrate about the problems caused by the mongoose introduction.

Conclusion
The last paragraph in this essay is the conclusion. It restates the topic of ecosystem and natural balance. The last statement is the concluding statement: However, the human members of the community would not soon forget that a single change in an ecosystem can cause a chain reaction that results in completely unforeseen and sometimes unwanted effects. It completes the essay.

group presentation

The material below is a summary of the Internet page devoted to group presentation prepared by David Nowell, Professor, Sheridan College Institute of Technology and Advanced Learning, Oakville, Ontario, Canada. This page is intended for the use of all students to assist them in this important part of their learning. To see its full version visit http://www.sheridanc.on.ca/~nowell/presentations/gouppres.htm

Group presentations present tremendous opportunities to create something much greater than an individual can normally do. It is always easier and quicker to do things on your own, but most of us will be more effective as part of a team that combines the knowledge and talents of several people.
Building Your Lineup

One of the reasons for the team-building process is to identify the strengths and weaknesses of each member in the presentation group. In some cases, groups can be chosen by their members, typically on the basis of friendship. In many situations, people find themselves part of a group that has a job to do and they must determine where to fit in.

There are several factors to consider when deciding who will do what in the presentation:

- **Strengths and weaknesses** of individual team members will suggest speaking order, and who will deal with which content
- **Styles and skills** of your team are important to determine who should lead off, conclude or deliver each section.
- **The audience** itself is important; will they be technically-oriented, which suggests you better have a technical expert?
- **The purpose** of the presentation. If it is to persuade, your best salesperson should have a leading role. If it relies heavily on involvement, a freewheeling approach works well.

Typically, we want the quick thinker to handle the questions, the detail person doing the technical comments and the dynamo for the opening and closing.

It’s One Presentation

A very common error for those planning group presentations is to have each member run off to “research an area” and then have a quick meeting to glue the pieces together. Instead of a group presentation, you get a series of presentations equal to the number of presenters.

A more effective strategy starts with thoughtful consideration in your meetings of what you hope to accomplish in the presentation. A good rule is to think of the three key things you want the audience to take away from the talk. These become the core theme and unifying elements within the presentation.

There are many, many **ways to organize**, but here are some to get the wheels turning:

- Here is a problem, here is why it is serious, here’s a solution.
- Here’s how it was then, how it is now and the implications of these changes. (Can have several sections which use the same themes or do each one all at once.)
- Three reasons to...
- Past, present, future
- From the general to the particular (deductive approach), or from the particular to the general (inductive reasoning).
- The good, the bad and the judgement; analyze pros, cons and a conclusion
Have a **single presentation style** (one PowerPoint show, for instance), rather than having each person do their own thing. Either have one person do the whole show, or develop a template which everyone uses. Take the time to ensure that every slide has the same look and feel and that type sizes, graphics and writing style are consistent.

**Transitions** are essential for an integrated presentation. Transitions are bridging elements that conclude one section and start another. Watch your local newscast for examples. The goal is to “tee up” the next speaker so we know who they are, what they will talk about and how it ties into what went before. Some helpful ideas:

- That’s an overview of the history of this project. Now, we will turn to Maria for the current situation.
- Those are the main reasons cited in support of this concept. However, to view things from the other side, we will hear what opponents have to say. To present those viewpoints, I will turn things over to Karim.
- With this overview of the internal issues for the company, we can now examine the external environment with Sucharita.

**The Practised Presentation**

Recognize the difference between spoken and written language. Reading from notes is the most common criticism students make about others’ presentations. Unless you are highly skilled as a writer of speeches, your prose will be unsuited for a speech. Learn to work from the bullets on your slides (best) or very short notes.

Recognize that the timing in your rehearsal may not match what happens in the presentation. Presenters report that the real thing proved to be either shorter or longer than anticipated.

To deal with this, know how to “accordion” your section. How can you make it go longer or shorter to fit the time available? This is especially important for later sections. You need to know what is essential and what is nice to have.

**Execution of the Plan**

Do not regret one moment of preparation and rehearsal. Here’s a helpful checklist:

1. At the start of the presentation, **introduce your team and topic**. Even if the audience knows all the presenters, this is still important as a way of kicking off the presentation. An interesting variation is introducing your agenda and associating each person with a part of that agenda. (“Nancy will be discussing the benefits of this proposal.”)
2. Tell them what you are going to tell them. Present a brief agenda to give an **overview and context** for the presentation. This also provides a logical transition to the first person.
3. As your **teammates present**, give them the same attention you expect from the audience. It is rude to chat among yourselves or to show disinterest in your
own presentation. Think of the message you are sending your audience as you observe others in your team presenting.

4. Ensure that two people on the team are closely monitoring your time against expected length. It is important to end on time and allow opportunities for questions, while still getting all of your essential points out. Remember the accordion.

5. For questions following the presentation, have all taking part in the same location. If the entire group will handle questions, all should be centre stage. If one is designated, he or she alone should be up front.

6. Enjoy the moment. This is the payoff for your hard work.


10. Материалы сайта http://www.sheridanc.on.ca/~nowell/presentations /grouppres.htm

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«ИНФОРМАЦИЯ И КОММУНИКАЦИЯ»

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