Program	BS PR & Advertising	Course Code	PRAD-112	Credit Hours	3
Course Title	CONTENT WRITING FOR TRADITIONAL MEDIA & DIGITAL PLATFORMS (T&P)				

Course Introduction

The course focuses on using different online platforms to the advantage of advertising and public relations and to make the organization/industry voice heard above the noise. Good content is the foundation of a successful digital marketing, advertising and public relations. Strategic writing can increase SEO rankings, enhance brand and product awareness, and encourage audience to buy a product or share information.

The course aims to:
1. Develop skills of creating and writing compelling content for traditional and digital media platforms
2. Develop an understanding of the importance of thematic content as well as technical treatment (tone, style, headline, caption, format etc.)

Learning Outcomes

Upon successful completion of the course, the students will be able to:
1. Acquire skills of producing right messages at the right time for the right audience and on the right media
2. Engage social media and traditional media users with content that they are looking for and to produce engaging content as well for PR and advertising fields
3. Shape good content/stories to fit a variety of media, such as digital platforms, traditional media, and outdoor media

Course Content		Assignments/Readings
Week 1-4	1. **Basics of content writing** 2. **Essentials skills for quality content writing**	
Week 5-6	3. **Content writing tools**	
Week 7-8	4. **Major writing styles: narrative; descriptive; persuasive; expository; and creative**	
Week 9-12	5. **Types of written content** (students will practice it) 5.1. Product descriptions and feature stories 5.2. Brochures, leaflets, pamphlets, & posters for digital media 5.3. Handouts 5.4. Newsletter 5.5. Annual reports 5.6. Blogging 5.7. Writing for VLogs 5.8. Script writing for video production 5.9. Writing voiceovers 5.10. Copywriting 5.11. Writing for a website 5.12. Portal writing 5.13. Social media posts (wall posting, micro blogging etc.) 5.14. Emails 5.15. White paper 5.16. Product content and guides 5.17. Comparison sheet	

	5.18.　　　FAQs 5.19.　　　News writing and VNR 5.20.　　　Writing reports **6. An introduction to screen studies: Teaser study; clicking vs. scrolling study; eye movement study** **7. Media Ecology**	
Week 13-14	**8. Strategies of writing content for digital platforms**	
Week 15-16	**9. Strategies of writing content for traditional media**	

Textbooks and Reading Material

1. Schaefer, M. W. (2015) The Content Code: Six essential strategies to ignite your content, your marketing, and your business. Barnes & Noble
2. Carroll, B. (2020) Writing and Editing for Digital Media.Fourth Edition. Routledge
3. Gray, K. (2017). The Story Engine: An entrepreneur's guide to content strategy and brand storytelling without spending all day writing. Format: Kindle Edition
4. Krug, S. (2020) Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability.
5. Felder, L. (2012) Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. Kindle Edition
6. Fenton, N. & Lee, K. (2014) Nicely Said: Writing for the Web with Style and Purpose. San Francisco, CA: Peachpit Press.

Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

Assignments: Types and Number with Calendar

Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.