

KRYPTON COURSE #004

Content Marketing and Copywriting

From the work of Sonia Simone

ORGANIZER & STUDENT EDITION

***NOTE! Check to see if this is the latest edition
by clicking here***

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You could read this curriculum, absorb it on your own and declare victory.

If you did that, it would be like all the videos, blogs and writings on the Net. Useful, perhaps, even important. But you won't be getting the real benefit.

When we learn together, we push ourselves, discover real insights and most of all, dance with the discomfort that's essential to turn education into learning.

At Krypton, our mission is to enable groups of people to come together for brief, powerful, in-person learning experiences.

If you've been invited to a course, we hope you'll give it your best and contribute to each and every session. Or, if you've found this online somewhere, we hope you'll step up and lead a Krypton course.

Learn together.



Learn together™



NEW MEDIA
EXPO 2010



Content Marketing and Copywriting

From the work of Sonia Simone

This is a writing course for business owners who don't like marketing. Writing with clarity and confidence is the single greatest tool you can use to build a business you can be proud of.

Course objectives

- Be better copywriters!
- Write copy that works.
- Have written and revised several pages for their business blog or website.
- Commit to a plan for creating cornerstone content for their specific audience.



Week 1, pre-class

Read:

- Content Marketing: [How to Build an Audience that Builds Your Business](#) (free download when you register with Copyblogger—once registered, all the links here should work fine.)
- [How to Launch a Self-Hosted WordPress Blog in 20 Minutes or Less](#)
- [How to Easily Repurpose Your Content for](#)

Think and write:

- Sonia discards the traditional distinction between copywriting and content marketing, opting for a more nuanced, integrated view of these two practices. In your own life, where would you draw the line between copywriting and content marketing? If you have difficulty distinguishing between them in practice, how might that lack of separation benefit or hurt your marketing?
- Sonia thumbnails 47 ways of applying content marketing for profit. List the seven that resonate with you the most.
- To what extent does your current content marketing plan adhere to the [10-Step Content Marketing Checklist](#)? How much of your current content is on “rented land,” and do you have plans for moving it to a platform you own?

Week 1, pre-class

Do:

- List the specific “cookies” you might give your readers to keep them coming back to your website.
- Choose 5 or 6 methods of new-to-you content marketing and jot down a few notes about how you might use them.
- Bring in a piece of existing writing—bring three copies to share.
- Take that piece of writing and rewrite it so that it (a) uses one of these content marketing methods and (b) offers your reader a “cookie.” Again, bring three copies.
- If you’re ready to take the plunge and you don’t already own your own content platform, set up a self-hosted WordPress blog. (Don’t worry about filling it with content quite yet--we’ll do that later.)



Questions for the Organizer to ask

- The “think” questions for this week asked which of the 47 ways of applying content marketing resonate with you. Which ones did you select, and why?
- Did you pick methods because they are familiar to you or easy? What might be the result if you learned a new skill that allowed you to repurpose your existing content or ideas in new ways? What new audiences might you reach, or how might you engage more deeply with your existing audience?
- If you have a boss, what’s it going to take to persuade her to adopt Sonia’s proven approaches to copywriting?

For the Organizer - Activity

In small groups, have students workshop their piece of writing:

The learner whose turn it is to share (the writer) tells the others which content marketing method he chose and distributes his writing sample. After this point, the writer whose blog post is being workshopped sits silently, listens, and takes notes.

The group reads the writing sample, with each participant making comments on her copy of it.

The group members tell the writer what they liked about the piece, and offer suggestions for improvement. They also tell them what they think the “cookie” is.

The writer has a chance to ask questions that will help her revise the piece.

If writers have set up self-hosted WordPress blogs (for this class or previous to this course), ask them to talk about the process and share their sites.

Week 2, pre-class

Watch:

- [What Sarah J. Bray puts on her toast \(to get 40% conversion rates\)](#) (use the episode guide below the video to skip to the sections that most interest you)

Read:

- [Copywriting 101: How to Craft Compelling Copy](#)
- [The Harpoon or the Net: What's the Right Approach for Your Prospects?](#)
- [How to Stop Marketing \(And What to Do Instead\)](#)
- [Speak Your Tribe's Secret Language](#)

Think and write:

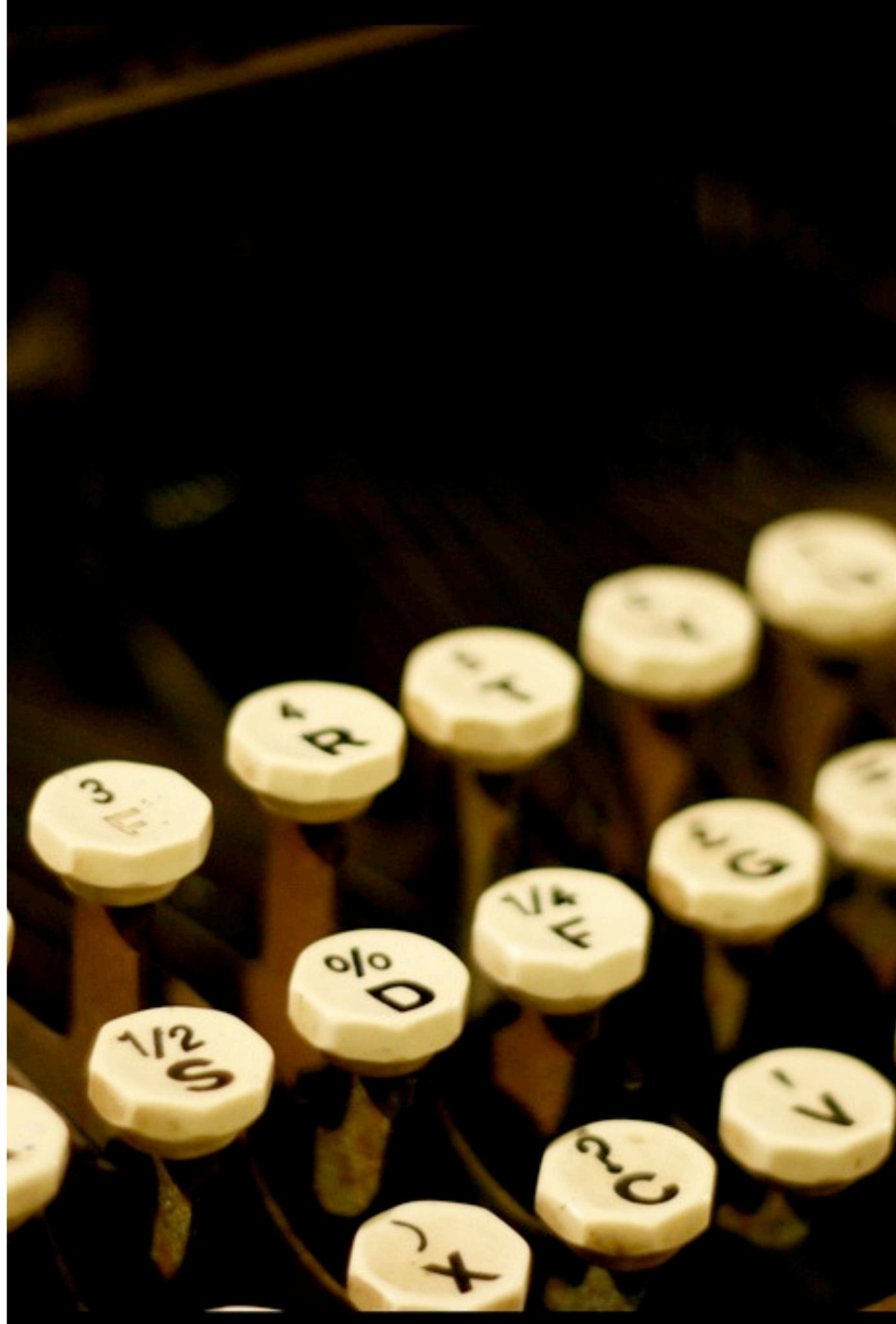
- In the video, Sarah Bray shares her philosophy of copywriting: "I think I just assume that the people that read our stuff are kind of like we are, and if they're not, then. . . I just want to attract people that are like myself because I can't understand anybody else, really. I can only understand people who are like me." What are the benefits and liabilities of writing for people who are like you? Do you share her philosophy, or do you take issue with it? Can you find an example of an author who writes for everyone?
- Are you a harpoon-tosser or a net-crafter? Did you make this choice consciously? Does your identity as harpoon-tosser or net-crafter evolve out of who you are, who your audience and potential customers are, or a combination of both? Which method do you think makes more sense for copywriting and content marketing: choosing this identity based on who you are or what your customers need?

Week 2, pre-class

Do:

Write a blog post that:

- Answers a common question of your clients and potential clients.
- Provides the answers as a bulleted or numbered list.
- Offers a real benefit, as defined on page 21 of Copywriting 101.
- Uses the language your tribe expects to hear.
- Bring three printed copies of this post to class.
- Bring to class three copies of one of your favorite blog posts written by someone in your tribe.



For the Organizer - Activity

Briefly discuss the “think” questions above. Then in small groups (3-4 students is ideal), have learners workshop their blog posts. Use the same technique as last week.

The group members tell the learner what they liked about the post. It’s important that these not be “but” statements. What do you like with no reservations? Highlight what’s good about it. Then, when everyone has chimed in, the group can highlight what they feel most needs improvement.

This is the meat of the conversation. As the group chimes in on the post, the writer should sit quietly until all the issues are covered. Then the writer has a chance to ask questions that will help her revise the post.

Week 3, pre-class

Watch:

- [How to Write Magnetic Headlines](#)
- [A 7-point checklist to bring your about page up to code](#)

Think and write:

- Which headlines proved most difficult to write? Were there some that you just couldn't make work for your intended audience?
- Which headlines came easily, and why? Were there any that inspired you to write a blog post immediately?

Do:

- Write a how-to or list post—following the recommendations from both How to Write Magnetic Headlines and last week's Copywriting 101 ebook. This time, write 10 different headlines for the post.
- Using the 10 Sure-Fire Headline Formulas that begin on page 25 of Magnetic Headlines, write two sample headlines for each formula. Repeat this process for the seven headline formulas that begin on page 39. Craft headlines that would make your tribe absolutely want to click on them to read more. Bring three copies of your headline list to class.
- Write an About page for your website. The page can be about you or about your business-- whichever one will be most useful to you at this point. Bring three copies to class.

For the Organizer - Activity

Review the “think” questions for this week.

Have students workshop their headlines, then switch groups and workshop their About pages.

Week 4, pre-class

Read:

- [How to Create Content that Converts: How to Tell a Story Over Time that Transforms an Audience Into Customers and Clients](#) (free download when you register with Copyblogger)
- [Writing for strangers](#)
- [3 Questions Your Website Should Answer](#)

Think and write:

- Revisit the conversation about enemies on pages 15-18 of *How to Create Content that Converts*. Who or what is your audience's enemy? Are they aware this is their enemy, or do they have misconceptions about the enemy?
- On what specific hero's journey (see pages 18-22) will you take your audience, and how will you persuade them to join you? Remember the end goal: the action you want them to take.

Think and write:

- Once you have positioned yourself as a mentor and taken them on this journey, what action do you want them to take at the end of this journey? What might that invitation look like?

Do:

- Craft a plan for a cornerstone content series built on the hero's journey described on pages 18-22, then write the first two pieces of it. (If you're stuck, look at the Subway example on page 26 to see the stages of this journey, as well as specific examples of content for each stage.) Bring to class three copies of your posts, as well as the list of additional content to come.
- Add your workshopped and revised content to your website. If you haven't yet set up a website, consider a self-hosted WordPress blog because WordPress is simple to use and yet flexible, thanks to the countless themes (templates) and plug-ins (functions) available.

For the Organizer - Activity

Revisit the “think” questions for this week.

Help students think through the hero’s journey content. Have them walk through a sample hero’s journey content series based on a specific action that the marketer wants people to take. (Suggestions: switching brands of running shoes, getting orthodontic braces as an adult, buying their first iPad, deciding to send a teenager to the most expensive university that admitted her, upgrading the washer and dryer)

Ask students what else they’d like to learn about copywriting or content marketing, and have students help each other find ways to learn and practice those skills.

Note: After today’s class, please circulate via e-mail links to each learner’s website so that participants can provide feedback on each other’s progress as copywriters and content marketers.

About Sonia

Sonia Simone helps “folks who hate marketing but don’t want their business to die” by guiding businesses to communicate more thoughtfully with their customers. Since her own copywriting business is overbooked with clients clamoring for her wordsmithing, she also shows people how to craft their own effective, ethical marketing communication. You can find her at [Remarkable Communication](#) and [Copyblogger](#).

