

CMGT 581
Media and Social Services: Design and Evaluation of Campaigns
Annenberg School for Communication and Journalism
Fall, 2013
Section 21768D

Professor Doe Mayer

Office Phone: 213-740-7511
Office Hours: (by appointment)
Office: Lucas 411, School of Cinematic Arts
email: dmayer@usc.edu

Professor Peter Clarke

Office phone: 213-740-0940
Office Hours: (by appointment)
Office: Annenberg 324G
email: chmc@usc.edu

Class: Tues, 2-4:50 p.m.

Room: Annenberg 240

Texts:

Rice, R.E. & Atkin, C.K. (2013). Fourth Edition, *Public Communication Campaigns*. Thousand Oaks, Ca.: Sage. (Referred to as R&A)

Lee, N.R , & Kotler, P. &. (2011). Fourth edition *Social Marketing: Influencing Behaviors for Good*. Thousand Oaks., Ca: Sage. (Referred to as L&K).

Fink, A. (2003). *How To Ask Survey Questions* , Thousand Oaks Ca. , Sage.

Online: *Making Health Communication Programs Work*.
<http://www.cancer.gov/pinkbook>

Online: Goodman, A. (2002). *Why Bad Ads Happen to Good Causes*.
<http://www.thegoodmancenter.com/whoisandygoodman.php>

Additional readings about message design and for completing the course's research component will be distributed to class members by Prof. Clarke. You will also retrieve materials from online sources. Texts are available at the bookstore and from online vendors. You should read assigned articles, chapters, and books prior to the class session where they are listed. Other material will be distributed in class.

Course Objectives:

- 1) To understand how messages are communicated from social service organizations to various audiences. We will look at both media and interpersonal outreach efforts in areas such as anti-smoking, safer sex, crime prevention, and immunization intervention- both nationally and internationally. We are interested in personal behavior change and interventions that affect opinion and policies within communities and in society at-large.
- 2) To learn to design and evaluate communication campaigns that effectively promote messages of behavior change, with particular interest in message design, dissemination techniques, and evaluation of effectiveness.
- 3) To provide a theoretical and contextual framework for analyzing how and why some campaigns succeed and others fail.
- 4) To give each class member realistic experience in simulating assignments and responsibilities of a communication program manager or communication director in a non-profit organization.

Note:

This course will be most effective if you have already taken some coursework in communication or behavior theory and social research techniques. Our approach will be based on this thinking, but will be **practical** in orientation. Although most references and studies we use are health based, the principles apply to many different kinds of information dissemination and behavior change that would be of interest to any social service organization. You should be able to apply the techniques you will learn to any subject matter--environmental, human rights or political activism, educational services, etc.

Guidelines for this class:

This graduate class will be conducted as a seminar, and so substantive student participation and regular attendance are required. Attendance will be taken for each class and tardiness or absence will have a significant bearing on your grade. We expect you to complete assignments on time. If you have questions, please speak to Mayer or Clarke at least a week in advance of deadlines.

Elements of your grade:

Contribution during class (includes knowledge of readings)	15%
Attendance (includes absence and tardiness)	7%
Assign. #1. Topic background and start toward intervention (due 9/17)	10%
Assign. #2. Clipping file and mid-term paper (due 10/1)	10%
Assign. #3. Preliminary outline for project (due 10/8)	10%
Assign. #4. Two versions of media and message examples (due 10/22)	5%
Assign. #5 Intercept study design, incl. questionnaire (due 10/29)	10%
Assign. #5, Part 4. Revised questionnaire, cognitive interviewing (due 11/12)	5%
Assign. #6. Final paper (due 12/ 6)	20%
Final oral project presentation (due 12/3)	8%

Total 100%

Campaign Elements:

You will be developing the preliminary design for a communication campaign in the course of this class. The subject will be selected by October 8. The subject is of your own choosing, based on a real life organization or issue you care about or are involved with. The topic chosen must be researchable; i.e., the behavior can be studied directly, by observation, by questionnaire or interview, or through conducting focus groups. Research the social issue of your choice using library databases; identify 15 to 20 primary sources you will use in your paper/project, obtain those papers and read them.

You should design this as a pilot project so that you can learn lessons on a smaller scale before thinking of a larger program. You will write a 18-30 page final paper covering research you have identified on the subject, theory as appropriate for your design, results of your evaluation of at least two possible messages, other critical campaign design elements including objectives, time line, organizational infrastructure, media mix, targeted audiences, interpersonal components, ideas for funding models, and evaluation plans. Other outreach elements may be included such as advocacy techniques or lobbying efforts. (due for presentation to class 12/3 and as a final paper 12/6).

Laptop policy:

You may use laptops to take notes, find references or read each other's work. Any use of laptops that detracts from class (such as surfing, IM-ing or engaging in other activities unrelated to the course) will result in loss of laptop privileges.

Schedule of Class Meetings, Readings, and Assignments

Aug. 27 **Introduction and overview.** Mayer and Clarke.

Definitions of terms. Types of evidence useful for planning and evaluating interventions in social science. Ethical considerations for the field. Your professional identity as a communication program manager or communication director in a non-profit organization. Non-profit funding models. Forecast of work in Assign. #1.

Instructors will distribute Foster, W.L., Kim, P. & Christiansen, B., “Ten Nonprofit Funding Models” (2009), a resource you will use later in the course.

Sept. 3 **Summary of history and theories. Defining social marketing.** Mayer

1. Theory and Principles of Media Health Campaigns by Atkin (Chap. 1, R&A).
2. Public Communication Campaigns: The American Experience by Paisley (Chap.2, R&A).
3. Defining Social Marketing (Chap. 1, L&K).
4. 10 Steps in the Strategic Marketing Planning Process (Chap. 2, L&K).

Sept. 10 **How to use peer reviewed sources to specify your topic and start thinking about an improved intervention.** Clarke

1. Browse online (entering “how to use X” as an exact Google term, where “X” is Psycinfo, and OVID, two tools you will be using; study the tutorial opportunities that each bibliographic tool offers.
2. Reading on non-profit funding models (distributed 8/27)

Assignment #1. Due in class or in Clarke’s mailbox, Sep 17; will be returned to you Sep 24.

Sept. 17 **Campaign design overview.** Mayer

1. Why Can’t We Sell Human Rights Like We Sell Soap? (Chap. 3 R&A)
2. Applying theory and Evaluation (Chap. 13, 14 & 15, R&A) .
3. Selecting Target Markets (Chap. 6, L&K).
4. Setting Objectives and Goals (Chap. 7, L&K).

Assignment #1. Due.

Individual meetings outside of class time. Make appointments with Mayer to discuss class project and outline process.

Sep. 24 **Elements of powerful persuasion: Essentials for content and for message design.** Clarke and Mayer

1. Promotion: Deciding on Messages, Messengers, and Creative Strategies (Chap. 13, L&K).
2. Cialdini, R.B. & Sagarin, B.J., "Principles of Interpersonal Influence" (2006), distributed by Clarke.
3. Heath, C. & Heath, D., *Made to Stick: Why Some Ideas Survive and Others Die* (2007), Introduction and a chapter distributed by Clarke. Browse the Heaths' website; Clarke will provide guidelines via e-mail.
4. Goodman, A., *Why Bad Ads Happen to Good Causes* (2002), read entire work online or download the pdf (free).

Assignment : Discussion of possible ideas for campaigns

Oct. 1 **Organizational aspects of campaigns.** Tom Backer and Mayer

1. "Organizational Aspects of Health Communication Campaigns: What Works?" by Backer, T. & Rogers, E.M. (pp. 214-227). Distributed before class
2. "Community Partnership Strategies in Health Campaigns" by Bracht (Chap. 20, R&A).
3. (<http://tfcny.fdncenter.org/990s/990search/esearch.php>). Use this website to research an organization that might be interested in sponsoring your intervention.

Assignment #2. Clipping file due. Each student has 5-8 mins. to present findings in class.

Oct. 8 **What works?** Mayer and Clarke

1. Backer, Rogers, & Sopory, *What Works?*, pp. 1- 34,167-176. (Distributed in class)
2. 16 Tips for Success (Chap. 3, L&K).

Assignment #3. Preliminary outline for project (including research already found) due. Come to class prepared to discuss ideas for your communication campaign.

Oct. 15 **Formative evaluation. Designing and conducting your intercept survey: Research options and questionnaire wording. Forecast of work in Assignment #5.** Clarke

Note: Items 1-4 will be distributed by Clarke.

1. Evans, Clarke, & Koprowski (2010).
2. Ho, Gittelsohn, Harris, & Ford (2006).
3. Higgins, O'Reilly, Tashima, Crain, et al. (1996).
4. Kumanyika, Story, Beech, and Sherwood (2003).
5. Start reading Fink, A. (2003)

Assignment #4. Design one simple media (poster, sticker, billboard, magazine ad) to pre-test with two different messages based on two different strategies to reach your intended primary audience. It needs to be simple enough for you to produce yourself. (Use Goodman reading – Why Bad Ads from 9/24) Due Oct. 22.

Oct. 22 **Continuation of designing and conducting your intercept survey: Research options and questionnaire wording.** Clarke during first half of class session

Class members' presentations of ideas for message variations. Mayer during second half of class session (Assign #4)

1. For Parts 1-3, of Assignment #5: Fink, A. entire work.
2. For Part 4: Willis (1999), available at <http://appliedresearch.cancer.gov/areas/cognitive/interview.pdf>.

Assignment #5, Parts 1-3. Due in class or in Clarke's mailbox, Oct 29; will be returned to you Nov 6. **Part 4** due in class Nov 12; will be returned to you Nov. 19.

Assignment #4. Due, with presentations in class

Oct. 29 **Media advocacy.** Guest speaker, Sandra de Castro Buffington, Director, Hollywood, Health & Society, Mayer

1. Putting Policy Into Health Communication, by Wallack & Dorfman (Chap. 23, R&A).

Assignment #5, Parts 1-3. Due.

Nov. 5 Critique of questionnaires and research plans in Assignment #5, Parts 1-3. Clarke

Nov. 12 Entertainment Education. Mayer

1. The Rising Tide of Entertainment- Education Strategy in Communication Campaigns by Singhal ,Wang & Rogers (Chap. 22, R&A).

Assignment #5, Part 4. Due.

Nov. 19 Evaluation techniques / Ways to display survey results in your completed project. Clarke

1. Evaluating Communication Campaigns by Valente (Chap. 6, R&A).
2. How Effective Are Mediated Health Campaigns? by Snyder & La Croix (Chap. 8, R&A).
3. Developing a Plan for Evaluation & Monitoring (Chap. 15, L&K).

Nov. 26 Digital and interactive technologies. Tba speaker and Mayer

1. Designing Media Games, Social Media, and Mobile technologies to Motivate and Support Health Behavior Change by Liberman, (Chap. 19 R&A)
2. Promotion: Selecting Communication channels (Chap. 14 (L&K)
3. Additional reading TBA

Pretest results completed and submitted this week, properly formatted. This same segment will then be included in your final paper again.

Dec. 3 Final presentations Note: class will be longer to accommodate everyone

N.B There may be an additional mandatory day for final oral reports on Thursday Dec. 12 2-4pm depending on class enrollment size.

Dec. 6 Final papers due (Friday by 5pm)

Other Recommended Books

(available at USC Library)

Andreasen, Alan R. (2006) Social Marketing for the 21st Century. Newbury Park, Ca. Sage.

Atkin, C. & Wallack, L. (1990) Mass Communication and Public Health: Complexities and Conflicts. Newbury Park , CA: Sage.

Backer, T.E. & Roger, E.M. (1993) Organization Aspects of Health Campaigns: What Works?. Newbury Park: Sage.

Ball-Rokeach, S.J., Rokeach, M. & Grube, J. (1984) The Great American Values Test: Influencing Behavior and Belief Through Television. New York: The Free Press.

Bray, Robert. SPIN Works!. 1st ed. Independent Media Inst., 2000.

Brown, Tim. (2010) Change By Design, How Design Thinking Transforms Organizations And Inspires Innovation. HarperBusiness,).

Canning, D., and P. Reinsborough. Re:imagining change, how to use story-based strategy to win campaigns, build movements, and change the world. Pm Press, 2010.

Cialdini, Robert B. (2007) Influence: The Psychology of Persuasion. Revised. New York, NY: Harper Paperbacks.

Goodman, A., (2010) Storytelling as Best Practice. L.A.: Andy Goodman

Graeff, A.G., Elder, J.P., & Booth, E.M. (1993) Communication for Health & Behavior Change. San Francisco, CA: Jossey- Bass.

Heath, C., and D. Heath. (2007). Made to Stick, Why some ideas survive and others die. New York: Random House Inc.

Piotrow, P.T., Kincaid, D.L., Rimon II, J.G. & Rinehart, W. (1997) Health Communication: Lessons from Family Planning and Reproductive Health. Westport, Conn.: Praeger.

Rice, R. & Katz, J.(2001) The Internet & Health Communication. Newbury Park:, Ca.

Sage.

Romer, Daniel, ed (2003) Reducing Adolescent Risk: Toward an Integrated Approach. Newbury Park, Ca: Sage.

Salmon, C. (1989) Information Campaigns: Balancing Social Values and Social Change. Newbury Park: Sage.

Singhall, Arvind, Everett Rogers, (1999) Entertainment-Education: A Communication Strategy for Social Change: New Jersey : Lawrence Erlbaum Associates

Valente, Thomas, (2002) Evaluating Health Promotion Campaigns: U.K. Oxford

Wallack, L. Dorfman, L., Jernigan, D. & Themba, M. (1993) Media Advocacy and Public Health: Power for Prevention. Newbury Park: Sage.

Wilson, Timothy D. (2011) Redirect. 1st ed. New York: Little, Brown and Company Hachette Book Group.

Assignment #1

How to Use Peer-Reviewed Sources To Specify Your Topic, And Start Thinking about an Improved Intervention (due Sep. 17)

Your first challenge is to identify a behavior that cries for correcting, or that deserves wider promotion. This topic becomes the centerpiece of most of your work in CMGT 581, so exercise care in selecting it.¹

Once you have sketched the outline of your topic, you need to flesh out your understanding of it by consulting peer-reviewed, scholarly sources. Assignment #1 launches you on this process.

¹ Your topic might lie in any of a number of areas--health, the environment, education, recreation, religious practice, or another sector of life.

You will write a 6-page, single spaced memorandum addressed to top management of your non-profit organization. A refined version of this memo will ultimately introduce your final project report, which will be directed toward potential funders of your intervention.

Divide your memo into three sections using the underlined headings below. You will support your text in each section with at least three articles, chapters, or books.² **Please don't merely cite the sources. Make analytic use of your sources' content by integrating the evidence and interpretations you find there into your text.**

1. The Problem (or, perhaps, The Opportunity). Describe what needs correction or deserves wider access or utilization. Explain the *origins* of your topic, its *essential features*, and recent *trends* across time in the topic's magnitude.
2. The Market. Some people are more affected by your topic than others. What distinguishes this target population in terms of demographic characteristics, geographic location, and psychographic attributes?³
3. What's Already Been Tried. Others have noticed the problem or the opportunity, and have intervened to try to improve the world. Describe several noteworthy interventions, the successes and frustrations these interventions experienced, and likely reasons for the encouraging and/or discouraging outcomes.

Attach copies of your nine (or more) articles to your memorandum. You will retrieve many more sources before completing your 581 project, but these are a start.

Assignment #2

Clipping File- How does Journalistic Media Deal with Communication Campaigns? (due Oct. 1)

The goal of this assignment is to develop a more nuanced and educated understanding of how media deals with communication campaign components.

Each week for the first third of the semester you will be expected to clip at least two stories in any of the popular or professional media dealing with issues of communication in the area of media and social services. Do not use articles published in academic peer reviewed journals. The material needs to be connected to the readings and subject matter for that week's discussion and study. Each example should connect to different content in class discussions or readings. If you hear appropriate stories on the radio or

² You will retrieve these sources using Psycinfo, OVID, Sociological Abstracts, Social Work Abstracts, PAIS, or other bibliographic tools that we discuss in class.

³ If you are unclear about the ideas behind *market segmentation*, browse online sources by using Google search terms that include this exact phrase. And see K&L, Chap. 6.

television, feel free to summarize them in a paragraph and use them in your file. You may also download articles from the Internet. Please date and label all materials and explain each clipping's link to the subject matter for that week. Reference the readings as well as class discussions. Two or three sentences should suffice. You are expected to provide a range of media examples -- not just the Internet or just newspaper clippings. You cannot use any specific ads or clippings themselves from campaigns themselves. This means you cannot take examples from sites like the Ad Council or specific campaign websites.

Organize your materials into a notebook. Presentation counts. Although the definition of communication is broad, we will not be interested in material that is purely about research or new information. It needs to be social service communication related. Use your best judgment in defining social service communication. Select articles appropriate to the week's subjects and readings. Then take one article that is of particular interest to you and write a two page summary of its connection to class readings and discussions. This paper (and the clipping file) will be due Oct. 1. You should have **ten** examples of clippings—two applying to each of the first five weeks of the semester. If you have questions, please talk to Mayer before this assignment is due.

Remember that the learning goal is to see how social service campaigns are portrayed and discussed in worldwide media. For instance, how do newspaper articles position health research findings? Are there articles that discuss the failings of campaigns or the controversies they may have engendered?

Assignment #3

Campaign Outline (due Oct. 8)

Answer these questions as best you can right now, assuming that you will expand substantially on these ideas in your final design. Include copies of at least three appropriate research papers from your literature review.

- I Campaign overview
 - 1. Goals (use definition in L&K)
 - 2. Objectives
 - 3. Sponsoring agencies
- II Why is the Campaign Important?
 - What is the need?

- III Primary and Secondary Intended Audiences
 - Key strategies for respective audiences
- IV Design Format
 - Pretest goals
 - Innovative feature
 - Untested messages and media (at least two examples)
 - What has been done before?
- V. Potential challenges
- VII Ethical Implications
- VIII Methods of Evaluation
- IX Research Sources and why they are appropriate in making your argument

Assignment #4

Media/Message (due Oct. 22)

Design one simple media to pre-test with two different messages based on two different strategies to reach your intended primary audience. For example, you might make two posters, one using a message with a fear appeal and one based on humor. Or you might use one message based on a celebrity endorsement (invoking the “liking” heuristic that Cialdini discusses) and one based on “commitment and consistency.” Or, you might vary an element of message design that Goodman presents. Your media could be a poster, a bumper sticker, a bag, a bookmark—whatever might be appropriate or compelling to your intended audience. It needs to be simple enough for you to produce.

Assignment #5

Formative Evaluation of Your Intervention-Tool: Gathering Spontaneous Reactions Using an Intercept Survey

Background. You will submit two versions of your intervention-tool to scrutiny by people who resemble the targets for your eventual campaign, and gather their reactions. Your method for this formative research will be the intercept survey, personal one-on-one interviews with 16 “qualified” respondents.

In Assignment #5, you prepare the elements necessary for conducting your intercept survey. Divide your submission into the four numbered Parts.

(Parts 1-3 due Oct. 29)

Part 1: Description of your survey's venue and reasons why it is appropriate. Also, explain your choice of qualifying criteria. (1 page, double-spaced)

Part 2: Description of your intercept's research design and reasons why you have chosen it, rather than an alternative. (1/2 page, double-spaced)

Part 3: Your questionnaire--including items used to qualify respondents, items developed to evaluate the two versions of your intervention, and items to measure "control variables". You will follow principles of question wording and questionnaire organization that we discuss in class and that you find in Fink (2003). (7-10 pages, double-spaced)

(Part 4 due Nov. 12)

Part 4: Explain how cognitive interviewing has improved your questionnaire, subjecting preliminary versions to either "think aloud" or "verbal probing" techniques, or a combination of these. Illustrate improvements with before-and-after versions. (3-4 pages, double-spaced)

Assignment #6

**Final Paper
(due Friday Dec 6 by 5pm)**

1. Write in prose using subtitled sections. You can use bullet points. Do not use letters and numerals (outline form) to organize your paper.
2. Use theory wherever appropriate in the design. Please reference by title of theory or names of authors (e.g., Social Cognitive Theory, Diffusion of Innovation, Bandura). You might refer to theory in strategy, message development, or evaluation areas of your paper, among others.
3. Include five examples of appropriate academic research as an appendix to your final report, even if you already included them in the outline. Provide hard copies.

4. Why is your campaign important?
5. List goals and objectives.
6. Identify your sponsoring and linking organizations and explain what they contribute to the campaign.
7. Provide a brief discussion of a possible funding model for your campaign. (Use the Ten Non-Profit funding model reading)
8. What has been done before, and what can you learn and apply to your campaign from previous efforts?
9. With each of your intended audiences, be as specific as possible in your descriptions. Include both quantitative and qualitative data. What do you know about your audiences? Refer to research as to why you selected the people you chose to prioritize. If you can find no appropriate research to support your choice of audiences, re-define the target in terms that can be supported by available research.
10. With the primary intended audience, you need to develop your messages and media most specifically.
11. Describe between five and 15 examples of appropriate media (including digital technologies such social networking sites, websites, and discussion forums) and explain how you intend to use them. Remember to include mass media and smaller media. Explain why you are choosing the specific media. Do not just list them. Explain the specific stories or ideas you have for use in such venues as comics, PSAs, radio or television, even though they have not been pre-tested.
12. With secondary audiences, describe them as specifically as possible. Always think about “influentials” or community leaders as important secondary audiences. There may be others. You can include a tertiary audience as well, if necessary. You can choose whether or not to include other messages and media for these audiences. If you are trying to sell a fully developed campaign, it would be wise to do this. For the purposes of the class project it is not necessary.
13. Fold your pre-test results paper into this final paper, including the examples of the one media/two messages you pre-tested and your plans of what you would change in your campaign design, based on the pre-test results.
14. Include ideas about person-to-person interactions, trainings, conferences, advocacy efforts, and other outreach efforts--launchings, contests, etc. Explain how your campaign could link to community programs that are already working at a community or regional level.

15. Provide a timeline broken down by activities. Most campaigns need to run for a year at minimum from research and design through evaluation.
16. What is your plan for evaluation components throughout the campaign?
17. List major challenges to the success of your campaign.
18. What are ethical considerations? What concerns would you have as the designer, as an evaluator, as an audience?
19. Highlight or identify the element that you consider an innovation. For instance, it can be a special type of media, an event, a conceptual design issue, or an evaluation technique.
20. Include your final questionnaire as an appendix.
21. Include your two test media samples as an appendix.

**Final Oral Presentation
Due Dec. 3- last class**

The presentation should be designed as a pitch to a potential sponsor. You need to be clear and concise, presenting the strongest possible arguments for your campaign design. This doesn't mean you have to only be exclusively positive. Do feel free to discuss what you have learned from your pre-test and how that would change your design. Do not read your presentation. Rehearse it beforehand so that you can speak authoritatively and articulately with limited notes. The presentation should take a maximum of 15 minutes. Include at least one minute in that time to take questions. Explain your overall strategy including identifying and describing your primary and secondary audiences, why your campaign is important, goals and objectives, description of the multi-media components, and results of the pre-test. Do not try to cover everything in your final paper. Show examples of the two media you pre-tested.

You may use PowerPoint, but only up to a maximum of eight screens. PowerPoint is best used for images (graphics, photos, visualizations of data), and text-dense screens are a horror. (8 points)

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by

others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Disruptive Student Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.