

JOUR 508 Introduction to Strategic Public Relations

Updated as of Aug. 17, 2015

3 units

Fall 2015—Mondays—6:30 pm- 9:10 pm

Section: 21491D, Location: ASC 230

Instructor: Dotty Diemer

Office Hours:

- After class, by conference call or by appointment.

Email:

- Primary: dotty@ddk-communications.com
- Secondary: diemer@usc.edu

Phone:

- 562-212-6014

I. Course Description

JOUR 508 offers a practical and theoretical survey of the strategic public relations profession as it is currently practiced, focusing on its key role in today's information-based society. The course provides a social/contextual backdrop for further study of the field. Emphasis is placed on strategic problem solving skills rather than tactical execution.

Module 1: Public Relations Fundamentals

- Strategy and Planning
- History and Evolution
- Organizational Settings, Practitioners

Module 2: Reaching your Audiences

- Earned, Owned and Social Media
- Transmedia Storytelling for Brands

Module 3: Public Relations Theory

- Critical Thinking
- Fundamental Principles

Module 4: The Profession

- Ethics, Professionalism
- Legal Aspects

Module 5: Specialized PR Disciplines

- Financial Communication
- Corporate Social Responsibilities
- Crisis Communication

II. Overall Learning Objectives and Assessment

- Explain the dynamic changes the public relations profession currently experiences and include your prediction regarding the near future of the profession.
- Explain the meaning and importance of strategy in a public relations context.
- Develop and illustrate an analysis of current news events utilizing critical thinking.

- Deconstruct and present a campaign analysis by applying strategic planning principles.
- Construct and present a campaign plan that is based on research, strategy and actionable insights.

III. Assignments and Assessment

Participation in Class Discussions

It is important to attend class and actively participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read the materials and be prepared to join class discussions, contributing questions and comments. Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. At the end of the semester, points will be allocated to students based upon:

- Consistent demonstration that they have read the material for scheduled class discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- Consistent attendance in class in order to participate in and contribute to class discussions
- Mature classroom behavior that supports learning

Participation in Class Discussion Grading			
CRITERION	EXEMPLARY 27-30	SATISFACTORY 20-26	UNACCEPTABLE 0-19
Frequency	Frequent contribution to class discussion.	Regular contribution to class discussion	Seldom or no contribution to class discussion
Relevance	Contributions to class directly address key issues, questions, or problems related to the text and the discussion activity.	Contributions to class address key issues, questions, or problems related to the text and the discussion activity, but in some cases only.	Contributions to class do not directly address the question or problem posed by the discussion activities.
Insight	Contributions to class offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions to class offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions to class do not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.

Support	Contributions to class participation support all claims and opinions with either rational argument or evidence.	Contributions to class participation generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	Contributions to class participation do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.
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Cases of the Week

During the-course of the semester, students will submit (by email) two PR Cases of the Week (COWs). This involves quick identification and analysis of any current PR-related issue in the news; some cases will be used for topics of discussion in class as time allows. Each student will submit **TWO (2)** COWs during the semester (sign up will be done during the first class) and may be asked to lead a class discussion on the topic. The process of identifying and explaining such cases, in itself, will contribute to the students' understanding of the public relations function, as will the discussion of these in class. Participation in COW discussions during class will also contribute to each student's Class Participation grade.

Case of the Week submissions should be a brief communiqué that takes this form:

- Approximately two pages in length. In 1-2 sentences, identify a current news event, issue or problem having serious PR implications for an organization. Identify the point of view from which it should be discussed. (Example: in a labor-related matter, should the class take the union's or employer's point of view?)
- Briefly discuss the rationale for your recommendation and why the matter is important from a PR/communications standpoint. Then highlight some of the key PR implications about the situation.
- Case of the Week (on your assigned date) are due to the instructor via email no later than Sunday, 5:00 pm on your assigned dates. Student must bring his/her own hard copy to class for possible case discussion.

Case of the Week (COW) Grading				
Objective/Criteria	Exemplary 9-10pts	Proficient 6-8 pts	Partially Proficient 3-5 pts	Incomplete 1-2 pts
Identification of the Main Issues/ Problems	Identifies and understands all of the main issues raised by the COW	Identifies and understands most of the main issues in the COW	Identifies and understands some of the issues in the COW	Identifies and understands few of the issues in the COW
Analysis of the Issues	Insightful and thorough analysis of all of the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues

Effective solutions/strategies	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues	Superficial and/or inappropriate solutions to some of the issues	Little or no action suggested, and/or inappropriate solutions to all of the issues
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Writing Assignments

Throughout the semester students will be assigned papers as outlined in the course material. Each assignment will be graded a maximum of 10 points. **Two writing assignments, Deconstructing a PR Case, part 1 and part 2, will be weighted double.** Together, these assignments will constitute 30% of your grade.

Writing Assignment Grading				
Component	Exemplary 9-10 pts	Proficient 6-8 pts	Partially Proficient 3-5 pts	Incomplete 1-2 pts
Writing Mechanics, Structure, Organization	Writing mechanics: No grammar, punctuation, or sentence structure errors observed. Structure and Organization: Paper was well organized, did not jump all over the place, and flowed well. Ideas were clear, well devised, and had solid structure so that readers could readily follow along and understand the paper's contents; showed strong understanding and exceptional thinking.	Writing mechanics: Minor grammar, punctuation, or sentence structure errors observed (2 or 3 errors). Structure and Organization: Paper was fairly well organized, did not jump all over the place, and flowed in a reasonable manner. Ideas were fairly clear, demonstrated forethought, and were structured in a manner that readers could more or less readily follow along to understand the paper's contents; showed understanding of key concepts.	Writing mechanics: Grammar, punctuation, and sentence structure errors distract from the presentation of the project (4-6 errors). Structure and Organization: Paper was mediocre in organization. Ideas were not as clear as they could have been, were average in development, and had mediocre structure such that readers might have trouble following along and understanding the paper's contents.	Writing mechanics: Many grammar, punctuation, and sentence structure errors are observed (7 or more). Structure and Organization: Paper was not well organized, jumped all over the place, and flowed poorly. Ideas were unclear, not well devised, and had poor structure so that readers could not readily follow along and understand the paper's contents.
Double Weight	18-20 pts	12-16 pts	6-10 pts	1-4 pts

Mid-term deconstructive individual project

Select from recent history (i.e. the last two years) an event or situation having significant public relations implications for an organization. Dissect and analyze your topic by writing a 10-page case study in which you follow the Strategic Planning Model (excluding Evaluation, Timeline and Budget), indicating: (1) how the

organization appears to have addressed each step of the process; (2) your own analysis and commentary on each step of their approach, and (3) possible alternatives to that approach.

Apply critical thinking to hypothesize in those instances where insufficient data are available to you, making certain that your hypotheses make sound intellectual and strategic sense. Be sure to cite your research sources and indicate those areas in which you are hypothesizing. Bear in mind that this is primarily a deconstructive, rather than constructive, exercise. You are analyzing a program that has already taken place, not creating a new one (except to the extent that you offer suggested alternative approaches as part of your analysis).

You may use a case from one of the on-line sources provided that: (1) the source document does not provide the majority of the information you present; (2) you cite the source document, (3) you carry the analysis well beyond the level of the source document, and (4) you attach a printed version of the source document to your paper. **You may not use a case on which you have based a prior assignment.**

Mid-Term Deconstructive Case Study Grading				
Objective/Criteria	Exemplary 35-40 pts	Accomplished 28-34 pts	Developing 20-28 pts	Beginning 1-19 pts
Identification of the Main Issues/ Problems	Identifies and understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in the case study
Analysis of the Issues	Insightful and thorough analysis of all of the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues
Effective solutions/strategies	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to course readings and additional research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and lacking links to any readings

Final constructive group project

As groups, develop a 15-page, one-year communications plan for a real organization (company, non-profit, product, etc.) of your choice (pending instructor approval), based on all elements of the Strategic Planning Model. Students are expected to utilize current, professional media and methods for their presentations.

Final Group Project Grading	
Criteria	Points
<ul style="list-style-type: none"> Group produces sound, thought-provoking analysis grounded in research on a singular organizational area of interest. Thoroughly examines all pertinent aspects of a given organization with a singular, clear purpose. Formulates innovative, valid conclusions grounded in sound empirical evidence. Effectively delivers engaging, informative multimedia presentation on research findings. Provides defensible implementation plan for the organization, including themes, messages, channels, sources etc. Optimally structures and organizes content in written product and presentation. Delivers professional quality paper and presentation, without grammatical errors, typos, etc. Accurately cites all source material in accordance with APA style standards. 	<p>Exemplary 35-40 pts</p>
<ul style="list-style-type: none"> Group produces sound, interesting analysis grounded in research on a singular organizational area of interest. Examines all pertinent aspects of a given organization with a singular, clear purpose. Formulates innovative conclusions grounded in sound empirical evidence. Delivers engaging, informative multimedia presentation on research findings. Effectively structures and organizes content in the written product and the multimedia presentation. Delivers professional quality paper and presentation, without grammatical errors, typos, etc. Accurately cites all source material in accordance with APA style standards. 	<p>Satisfactory 22-34pts</p>
<ul style="list-style-type: none"> Group produces interesting analysis grounded in research on a singular organizational area of interest. Examines some pertinent aspects of a given organization, without identifying a singular, clear purpose. Paper/presentation lacks in the professional quality and standards expected of today's PR professionals. 	<p>Unacceptable 0-21pts</p>

IV. Grading Breakdown and Scale

Assignment	Points	% of Grade
Participation in class discussion	30	15%
Case of the week (two per semester)	20	10%

Written assignments	60	30%
Mid-term project	40	20%
Final project	40	20%
Final project peer evaluation	10	5%
TOTAL	200	100%

Scale

A+: 97-100	C+: 77-79	F: 59 or below
A: 94-96	C: 74-76	
A-: 90-93	C-: 70-73	
B+: 87-89	D+: 67-69	
B: 84-86	D: 64-66	
B-: 80-83	D-: 60-63	

V. Assignment Submission Policy

- All assignments are due on the dates specified. **Unless prior discussion and agreement with the instructor, late assignments will receive a 10% grade deduction for each day they are late.**
- Assignments must be submitted in **hard copy** to the instructor in a Microsoft Word document or Microsoft PowerPoint file at the start of class when assignment is due. **Do not email papers to the instructor (except for Case of the Week.)**
- All papers must be footnoted as appropriate, with a source page at the end as appropriate.

VI. Required Readings and Supplementary Materials

- Textbook—Broom, G. M. (2012). *Cutlip and Center's Effective Public Relations (11th Edition)*. New York: Prentice Hall. Print: ISBN-10 0132669153, ISBN-13 9780132669153.
- Articles, Videos, Audio—Please refer to the *Course Schedule: A Weekly Breakdown* section below. Articles assigned will be available via Blackboard.
- Other Materials—Students need to closely follow current events, social attitudes, and lifestyle trends. You need to read general interest and business publications, such as the *Wall Street Journal*, *New York Times*, *Financial Times*, *The Economist*, and to bring in stories relevant to what we are studying for class discussion.

VII. Laptop and Cell Phone Use Policy

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg [Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

- During class, laptops are only allowed for taking notes or to conduct pertinent class research. **No social networking sites, email or other assignments may be open during class, unless part of a class exercise. I reserve the right to ban any and all laptops in class if misuse becomes a problem.**
- There is no texting, emailing or phone usage during class.** If you choose to ignore these requests, you will be asked to leave the class and receive a "0" in participation that day.

VIII. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability. Unless otherwise stated, all deliverables are due at the start of class on the day of the corresponding class session.

WEEK	TOPICS/CLASS ACTIVITY	READINGS/HOMEWORK (to be read by week listed)	ASSIGNMENTS/DUE DATES
Week 1 Aug. 24	PR Fundamentals I: Strategy and Planning <ul style="list-style-type: none"> • Introductions • Student and course goals; syllabus • PR and strategy • Brief intro to SPM and background/biz goal • Assignment - Case of the Week (COWs) PR Fundamentals II: History and Evolution <ul style="list-style-type: none"> • Introduction to contemporary PR - evolution of the PR concept, definitions • History of the profession 		
Week 2 Aug. 31	PR Fundamentals (cont): Organizational Settings, Practitioners <ul style="list-style-type: none"> • Practitioners – Number and distribution; where they work; education and preparation; the new majority (women); salaries; work assignments; roles; the glass ceiling effect; minorities; professionalism; requirements for success • Organizational Settings – Working with top management; staff role; internal departments; other departments, outside consulting firms; integrating the function • Working with (or for) PR Agencies • SPM (Prob. Statement, Research, SWOTS) • Weekly COW 	<ul style="list-style-type: none"> • Cutlip, Center & Broom, Chapters 1, 2, 3 and 4 • Lukaszewski J. (1998). How to Develop the Mind of a Strategist, <i>Strategy – PR Reporter, No. 2, July 20</i>. • Watch the BBC documentary <i>The Century of the Self</i>, part 1, Happiness Machines 	DUE: Assignment 1: Reflecting on the BBC documentary as well as the textbook chapter on history and the Week 1 lecture, write a two – three page reflection on your thoughts of the PR profession and how it has evolved to date. You may want to relate to your own professional experiences, and feel free to criticize where you think it's appropriate.

WEEK	TOPICS/CLASS ACTIVITY	READINGS/HOMEWORK (to be read by week listed)	ASSIGNMENTS/DUE DATES
Week 3 Sep. 7	<ul style="list-style-type: none"> NO CLASS – LABOR DAY HOLIDAY 	<p>Despite holiday, readings still apply for this week:</p> <ul style="list-style-type: none"> Feil, S. (2012). PR Moves Front and Center. <i>AdWeek (August 6, 2012)</i> Daniels, C. (2013). Tools of the Trade. <i>PR Week (August 27, 2013)</i> <i>PR Week</i>. (March 1, 2013). Salary Survey 2013: Building Momentum The New Look of PR - FH and Edelman viewpoints 	
Week 4 Sep. 14	<p>Reaching your Audience I: Earned, Owned, Paid and Social Media</p> <ul style="list-style-type: none"> Strategic Planning Model (comm. goal, objectives, audiences, messaging) Defining target audiences Weekly COW 	<ul style="list-style-type: none"> Cutlip, Center & Broom, Chapter 10 (External Media and Media Relations) Vitale, D. Finding Your Audience through Market Segmentation. <i>National Arts Marketing Project, Chapter 3.</i> 	<p>DUE Assignment 2: Deconstructing a PR Case (part 1) Write a 6-7 page paper analyzing a current or recent event or situation having PR implications for an organization, focusing on the following elements of the Strategic Planning Model: Background, Business Goal, Statement of the Problem/Opportunity; Research Goals and Methodology and SWOTS. This is a deconstructive exercise where you're applying logic and critical thinking in areas where the facts are not public.</p>
Week 5 Sep. 21	<p>Reaching your Audiences II: Transmedia Branding</p> <ul style="list-style-type: none"> Review of mid-term topics Transmedia storytelling and other emerging audience engagement models Basics of media relations, social and direct communication channels SPM (strategies, tactics) 	<p>Tenderich, B. (2014). Transmedia Branding. <i>European Institute for Media Optimization (EIMO, Frankfurt)</i>. ISBN: 978-3-9816332</p>	<p>DUE: Submit a two-paragraph write-up identifying the case study you will analyze for your mid-term project, with a rationale for your selection (including some of the key issues you expect to encounter)</p>

WEEK	TOPICS/CLASS ACTIVITY	READINGS/HOMEWORK (to be read by week listed)	ASSIGNMENTS/DUE DATES
Week 6 Sep. 28	Public Relations Theory I: Critical Thinking <ul style="list-style-type: none"> Adjustment and Adaptation Critical Thinking Weekly COW Guest speaker 	<ul style="list-style-type: none"> Cutlip, Center & Broom, Chapters 7 (Theory: Adjustment and Adaptation) Facione, P. (2010) Critical Thinking: What It Is and Why It Counts. <i>Insight Assessment (2010 Update)</i> Watch video Critical Thinking 	DUE Assignment 3: Deconstructing a PR Case (part 2): Following up on the same topic of your Deconstructing a PR Case (part 1), write a 6-7 page paper continuing with following elements of the Strategic Planning Model: Communication Goal, Objectives, Audiences, Messages, Strategies and Tactics.
Week 7 Oct. 5	Public Relations Theory II: Public Opinion, Agenda Setting and Framing <ul style="list-style-type: none"> Agenda setting and framing Measurement and Evaluation Weekly COW Discuss mid-term presentation format 	<ul style="list-style-type: none"> Cutlip, Center & Broom, Chapter 8 (Communication Theory and Contexts) McCombs, M: <i>Agenda Setting</i> Framing Defined (one pager) Kernochan, R. (2004) Framing and Framing Theory. <i>Management 360 (August 4, 2004)</i> Add: PR Measurement that Matters; NASDAQ and Lawrence Ragan Comm., Inc. 	Work on Midterm (Due Week 8, Oct 12) – Note that mid-terms must include evaluation section.
Week 8 Oct. 12	Midterms <ul style="list-style-type: none"> Presentation of deconstructed case studies 		DUE: Midterm assignment
Week 9 Oct. 19	The Profession II: Ethics and Professionalism <ul style="list-style-type: none"> Ethical foundations, professional organizations, education, body of knowledge; accreditation; codes of ethics, etc. Weekly COW Assignment of group project groups 	<ul style="list-style-type: none"> Cutlip, Center & Broom, Chapters 5 (Professionalism and Ethics), 13 (Taking Action and Communicating) Bowen, S. (2007). Ethics and Public Relations. <i>Institute for Public Relations (October 30, 2007)</i> Bowen, S. (2010). Ethical Guidelines for Social Media, <i>Ethical News, PRSA Code of Ethics (Spring 2010)</i> Bradonomics. Trust me I'm Lying – Book Summary. Retrieved from http://bradonomics.com/trust-me-im-lying-summary/ Watch Ryan Holiday video on Trust me I'm Lying 	Class will be divided in groups to work on the group project.

WEEK	TOPICS/CLASS ACTIVITY	READINGS/HOMEWORK (to be read by week listed)	ASSIGNMENTS/DUE DATES
Week 10 Oct. 26	The Profession III: Legal Aspects <ul style="list-style-type: none"> • First Amendment issues; <i>Kasky v. Nike</i>; <i>Citizen United</i>; lobbying; labor relations regulations; media access; libel, privacy and copyright • Review group project term case selections • Weekly COW • Guest speaker 	<ul style="list-style-type: none"> • Cutlip, Center & Broom, Chapter 6 (Legal Considerations). • Müller, F. (2003). Issue Brief – <i>Kasky v. Nike</i>. <i>Sustainability (March 15, 2003)</i> • Clark, T. (2003). Beware of Clever Metaphors. <i>Law Fuel Exclusive (August 13, 2003)</i> • Vogel, K. (2011) Year after ruling: Right gloats, left vows fight. <i>Politico (January 21, 2011)</i> 	
Week 11 Nov. 2	Specialized PR Disciplines I: Financial Communication <ul style="list-style-type: none"> • Fundamental business concepts • Basics of financial public relations • Role of the Security and Exchange Commission • Corporate financial scandals in the early 2000s • Impact of Sarbanes-Oxley • Weekly COW 	<ul style="list-style-type: none"> • Cutlip, Center & Broom, Chapter 15 (Business and Industry) • Thompson, L. M. (2000). SEC Passes Regulation Fair Disclosure. <i>National Investor Relations Institute (August 10, 2000)</i> • Thompson, L. M. (2001). Guidance for Compliance with Regulation FD. <i>National Investor Relations Institute (September 10, 2001)</i> • London Stock Exchange. (2010). Investor Relations, A Practical Guide. <i>LSE (March 2010)</i> 	DUE – A short written abstract of the group’s final project of choice for class discussion and instructor’s approval.
Week 12 Nov. 9	Specialized PR Disciplines II: Corporate Social Responsibility <ul style="list-style-type: none"> • The growing role of Corporate Social Responsibility (CSR) • Present/discuss final project topics • Guest speaker 	<ul style="list-style-type: none"> • AB Carroll, The Pyramid of Corporate Social Responsibility • View video: What is Corporate Social Responsibility (CSR)? 	DUE: Assignment 4: Students will answer in writing a variety of questions related to financial communication
Week 13 Nov. 16	Specialized PR Disciplines III: Crisis Communication <ul style="list-style-type: none"> • Introduction to Crisis Communication • Weekly COW • Guest speaker 	<ul style="list-style-type: none"> • Benoit, W. L. (1997). Image Repair Discourse and Crisis Communication, <i>Public Relations Review</i>, 23 (2): 177-186 	Work on final projects

WEEK	TOPICS/CLASS ACTIVITY	READINGS/HOMEWORK (to be read by week listed)	ASSIGNMENTS/DUE DATES
Week 14 Nov. 23	Preparation for Group Project and Course Recap <ul style="list-style-type: none"> • Present/discuss final project topics • Weekly COW • Group discussion: career perspectives • Course evaluation 		Work on final projects
Week 15 Nov. 30	Group Presentations <ul style="list-style-type: none"> • Each team to present the final group project • Recap and closing • Peer evaluation (for final project) • Course evaluation 		Last in-class meeting. DUE: Group presentations. Papers and presentation deck slides can be turned in at this time, or by email to professor before 6:00 pm, PST, Dec. 14.
FINAL Dec 14	YOU ARE DONE!!! CONGRATS!!		DUE: Final group papers and presentation slide deck must be received via email no later than 6:00 pm, PST. No exceptions.

IX. Policies and Procedures

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Equity and Diversity

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

Support with Scholarly Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Information

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

X. About Your Instructor

Since 2006, Dotty M. Diemer has been an adjunct faculty member at USC Annenberg, where she teaches both graduate and undergraduate courses in Strategic Public Relations, Principles of PR and Promotional PR. She is a seasoned public relations professional, with more than 25 years of diverse public relations, media relations, social media and government relations experience in both the private and public sectors.

Diemer is president of DDK Communications, a Southern California-based communications consulting firm

offering strategic counsel and program support in strategic communications planning, media and blog relations, social media, government and community affairs, corporate communications and crisis counseling. She has extensive experience with international companies, having held the top communications position at both Mitsubishi Motors North America and Hyundai Motor America. Diemer also served as Senior Vice President at the Rogers Group, then one of West Coast's largest independent public relations agencies. Diemer started her career on Capitol Hill, and then as a government relations specialist at Northrop Grumman's corporate headquarters in Los Angeles.

Diemer also teaches an annual media relations seminar for the USC Marshall School of Business Master's in Medical Management Program, has lectured extensively on social media, and has taught writing seminars for various entities within the University of California system. Diemer earned her master's degree in intergovernmental management at USC, and her bachelor's degree in political science from UC San Diego.