



**PR 429: Business and Economic
Foundations of Public Relations
4.0 Units**

Fall 2016 Mondays 2:00 – 5:20 pm

Section: 21244D

Location: ASC 228

Instructor: Laura Min Jackson, MSOD

Office: ANN 401

Office Hours: Mondays 12:00 – 2:00 pm

(please email for appointment)

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I. Course Description

As public relations is evolving into a discipline that is central to the success of organizations of all types, practitioners increasingly need to be familiar with fundamental aspects of business and economics as they relate to the corporate communication function. At the same time, changes in the media landscape and the rise of social media have created a dynamic employment market, lowering the threshold for entrepreneurially-minded practitioners to build their own communication firms. This requires a solid understanding of media and consultancy business models. This course explores the relationship between public relations/strategic communication and other organizational disciplines; understanding business goals and objectives; economic literacy; financial/investor relations; how PR/communication agencies are built and managed.

II. Overall Learning Objectives and Assessment

Guided by the principle of economic literacy, JOUR 429 focuses on three core themes related to the business and economics of public relations:

1. Core economic principles as they relate to the corporate public relations function. Students will examine the impact of macroeconomic developments on business strategy and communication programs of private companies and other organizations. They will learn the language and workings of the business and financial media;
2. Financial corporate communications, spanning the lifecycle of a private enterprise from funding announcement to filing for initial public offering to private period to quarterly earnings announcements. This section will discuss investor relations as a specialization of financial public relations. It will explore how the current financial communication environment has evolved in light of the corporate scandals of the early 21st Century, such as Enron and World Com;
3. Public Relations Business Management explores traditional and emerging business models for public relations agencies, as well as the business aspects of managing the corporate communication function in private corporations, government agencies and non-profit organizations.

JOUR 429 will equip students with the ability to converse on basic macroeconomic and microeconomic topics and will be able to analyze potential impact on the public relations activities of related organizations. Students will further be able to 'speak the language of the boardroom' as they will be familiar with basic business management and financial management concepts.

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/viewed 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
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

| Participation in Class Discussion Grading | | | |
|--|--|---|---|
| CRITERION | EXEMPLARY 15-13 pts | SATISFACTORY 12-9 pts | UNACCEPTABLE 8-0 pts |
| 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 support all claims and opinions with either rational argument or evidence. | Contributions to class generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear. | Contributions to class do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion. |

Following a Public Company

Each student will follow a publicly traded company including their announcements, PR activities and news coverage as it relates to microeconomic or macroeconomic developments. Examples include major personnel announcements, earnings releases and a material crisis. Throughout the semester, students will repeatedly be asked to verbally report on their company's news of financial impact, and offer a perspective or post questions. Students will write two brief communiqués (1 – 1.5 pages) on financial information and related PR activities undertaken by the company they follow. The first paper is due in the middle of the semester and the second one at the end of the semester.

| Following a Public Company | | | |
|-----------------------------------|---|--|--|
| CRITERION | EXEMPLARY 10-9 pts | SATISFACTORY 8-5 pts | UNACCEPTABLE 4-1 pts |
| Relevance | Contributions directly relate the company's news to concepts and issues discussed in class, and highlight the PR implications. | Contributions directly relate the company's news to concepts and issues discussed in class, and highlight the PR implications, but in some cases only. | Contributions do not directly relate the company's news to concepts and issues discussed in class, and highlight the PR implications. |
| Insight | Contributions offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics. | Contributions 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 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 support all claims and opinions with either rational argument or evidence. | Contributions generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear. | Contributions do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion. |

'PARTNERS' Learning Experiential

Students will be randomly assigned into pairs/trios as partners in managing a Profit & Loss (P&L) Balance Sheet for their own simulated PR agency. Events impacting each agency's P&L in the form of revenue additions and/or losses will be regularly divulged, requiring teams to engage in ongoing calculations and strategic business decision-making. Periodic performance updates will be required, including regular submission and recap presentation of updated P&Ls, as well as a "Year In Review" summary presentation by each team, to be delivered the penultimate week of classes. An Excel template will be provided by the instructor and maintained by each team. Audits may occur periodically and without prior warning, so files should be kept updated every week and available to the instructor whenever requested.

| “PARTNERS” Experiential – Evaluation Rubric | | | |
|--|---|--|---|
| CRITERION | EXEMPLARY 10-9 pts | SATISFACTORY 8-5 pts | UNACCEPTABLE 4-1 pts |
| Quality | Balance sheet is complete, updated, accurate. | Balance sheet is partially incomplete with no more than 2 errors, defined as either missing either a key data point or having a calculation error. | Balance sheet is woefully incomplete, missing more than 3 data points and/or having more than 3 calculation errors. |

Written Assignments

Throughout the semester, and as outlined in the Course Schedule section below, students will be asked to write three- to five-page papers on specific topics. As time permits, students will present their work in class.

| Writing Assignment Grading | | | | |
|---|--|---|--|--|
| Component | Exemplary 10-9 pts | Proficient 8-6 pts | Partially Proficient 5-3 pts | Incomplete 2-1 pts |
| Writing Mechanics, Structure, Organization | <p>Writing Mechanics: No grammar, punctuation, or sentence structure errors observed.</p> <p>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.</p> | <p>Writing Mechanics: Minor grammar, punctuation, or sentence structure errors observed (2-3 errors).</p> <p>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.</p> | <p>Writing Mechanics: Grammar, punctuation, and sentence structure errors distract from overall impact (4-6 errors).</p> <p>Structure and Organization: Paper was mediocre in organization. Ideas were not as clear as they could have been, were average in development, and/or had mediocre structure such that readers might have trouble following along and understanding the paper’s contents.</p> | <p>Writing Mechanics: Many grammar, punctuation, and sentence structure errors are observed (7 or more).</p> <p>Structure and Organization: Paper was not well organized, jumped all over the place, and flowed poorly. Ideas were unclear, not well devised, and/or was so poorly structured that readers could not readily follow along and understand the paper’s contents.</p> |

Mid-Term Project: Case Analysis

Students will work in pairs, analyzing a major economic/business event. Students will deduce how this particular issue obtained prominent media coverage and, choosing the perspective of one of the parties involved, will hypothesize how the public relations efforts of all parties involved may have shaped the outcome (8 - 10 pages).

Students will be asked to apply critical thinking to hypothesize in instances where insufficient data are available, making certain that their hypotheses make sound intellectual and strategic sense, and that resource sources and areas of interest are appropriately cited. The analysis will involve a program or event that has already taken place, not the creation of a new one (except to the extent that students offer suggested alternative approaches as part of their analysis).

The second component of the midterm will be a written test on basic principles discussed in the first half of the semester.

| Mid-Term Case Analysis Grading | | | | |
|---|---|--|---|---|
| Objective/Criteria | Exemplary 20-17 pts | Accomplished 16-13 pts | Developing 12-9 pts | Beginning 8-1 pts |
| Identification of the Main Issues/ Problems | Identifies and understands all of the main issues in the case. | Identifies and understands most of the main issues in the case. | Identifies and understands some of the issues in the case. | Identifies and understands few of the issues in the case. |
| 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. | Appropriate, well-thought-out comments about solutions, or proposals for solutions, to most of the issues in the case. | Superficial and/or inappropriate solutions to some of the issues in the case. | Little or no action suggested, and/or inappropriate solutions to all of the issues in the case. |
| 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 sourced material. | Limited research and documented links to any readings. | Incomplete research and lacking links to any readings. |

Final Project: Developing a Corporate Communication Campaign

Groups of students (randomly assigned by the instructor) will devise an effective corporate communication campaign for an assumed multi-national client, with the goal of offering thought-leadership on a major issue in the area of macro-economics, microeconomics or finance. Examples of such topics include taxing US-headquartered companies based on their profits earned abroad; climate change policies and internationally-outsourced manufacturing. Both a full text document (10 – 15 pages) and a presentation based on that document are to be submitted. Each group will present their campaign in the final class session of the semester (20 minutes). The project will be scored for all team members as an entirety, with additional participation/contribution points based on required Student Self Analysis Forms and Peer/Group Evaluation that weighs each person’s contribution to the preparation and presentation of the project.

| Final Group Project Grading: Criteria | Points |
|---|---|
| <ul style="list-style-type: none"> • Group produces sound, thought-provoking analysis grounded in research. • Thoroughly examines all pertinent aspects of a given organization with a singular, clear purpose. • Formulates innovative, valid conclusions grounded in empirical evidence. • Effectively delivers engaging, informative multimedia presentation. • 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. • Meets all posted deadlines for project deliverables. | <p style="text-align: center;">Exemplary 20-16 pts</p> |
| <ul style="list-style-type: none"> • Group produces sound, interesting analysis grounded in research. • 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. • 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. • Meets all posted deadlines for project deliverables. | <p style="text-align: center;">Satisfactory 15-10 pts</p> |
| <ul style="list-style-type: none"> • Group produces moderately interesting analysis grounded in research. • Examines some pertinent aspects of a given organization but analysis is lacking in comprehensiveness. • Paper/presentation is incomplete, late, and/or lacking in professional quality standards expected of today’s PR professionals. | <p style="text-align: center;">Unacceptable 9-0 pts</p> |

IV. Grading Breakdown and Scale

| Assignment | Points | % of Grade |
|--|------------|-------------|
| Class participation | 15 | 15% |
| Following a public company | 10 | 10% |
| Written assignments (combined points/percentage for all assignments) | 20 | 20% |
| PARTNERS Experiential | 10 | 10% |
| Mid-Term Presentation | 15 | 15% |
| Mid-Term quiz | 5 | 5% |
| Final project | 20 | 20% |
| Final group project peer evaluation | 5 | 5% |
| TOTAL | 100 | 100% |

Grading Scale

A = 92% of points

A- = 90% of points

B+ = 88% of points

B = 82% of points

B- = 80% of points

C+ = 78% of points

C = 72% of points etc.

Grading Standards

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

“B” projects have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

“C” projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

“D” projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

“F” projects are not rewritable, late or not turned in.

V. Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will a full grade deduction for each day they are late.
- B. Assignments must be submitted via email to the teaching assistant in a Microsoft Word document or Microsoft PowerPoint file. The naming convention for the electronic file is JOUR 429-Lastname-Assignment number; example: JOUR 429-Doe-A1.
- C. All papers must be footnoted as appropriate, with a source page at the end as appropriate.

VI. Required Readings and Supplementary Materials

- Argenti, Paul: *The fast forward MBA pocket reference*, New York 2002
- Other readings will include handouts and articles provided electronically by the instructor.
- It is recommended that students read the week's assigned readings PRIOR TO the scheduled class session
- It is essential that students stay current with economic trends and developments by regularly reading sources such as *The Economist*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, etc.

VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are 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.

Add/Drop Dates

Friday, September 9: Last day to register and add classes for Session 001

Friday, September 9: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, September 13: last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, October 7: Last day to drop a course without a mark of "W" on the transcript. [Please drop any course by the end of week three (or the week three equivalent for short sessions) to avoid tuition charges.]

Friday, November 11: Last day to drop a class with a mark of "W" for Session 001

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.

| | Topics/Daily Activities | Readings and Homework | Deliverable/ Due Dates |
|---------------------------------|---|--|------------------------|
| <i>Week 1</i> Aug. 22 | Introduction - Background, goals and training related to this course - Review of syllabus, including reading materials | - Reading: "Millennials and Financial Literacy," <i>Pricewaterhousecoopers</i> , 2016 (posted on Blackboard) - Read 2 articles by E. Wilson on "Third Space Thinking" from HBR and FORTUNE (links posted on Blackboard) | |

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| Week 2 Aug. 29 | Speaking the Language of Business (I) - Core macro-economic principles | - Reading: Argenti, Paul: <i>The fast forward MBA pocket reference</i> , Chapter 5, pp. 113 – 129 (Economics) - Reading: “The origins of the financial crisis,” <i>The Economist</i> . 408.8852 (Sept. 7, 2013): p75 - Watch: <i>The Big Short</i> | Please come prepared to discuss key concepts of Third Space Thinking - Introduction of PARTNERS |
| Week 3 Sept. 5 | Labor Day Holiday – No class | | |
| Week 4 Sept. 12 | Speaking the Language of Business (II) GUEST LECTURER: Macro-economic crises: from the Great Depression to the Great Recession; Eurozone and Euro Crisis; Core micro-economic concepts | - Reading: Argenti, Paul: <i>The fast forward MBA pocket reference</i> , Chapter 6, pp. 133 – 171 (Accounting); Chapters 7, pp. 175 – 201 (Finance) | Paper: <i>Personal reflection on the importance of economic literacy for public relations professionals.</i> - PARTNERS |
| Week 5 Sept. 19 | Speaking the Language of Business (III) - Corporate functions and departments - Understanding <i>The Social Network</i> | - Reading: Argenti, Paul: <i>The fast forward MBA pocket reference</i> , New York 2002, Chapter 3, pp. 53 – 77 (Marketing) - Watch: <i>The Social Network</i> and prepare a list of business concepts you did not understand | - Writing assignment: media pitch referencing macro-economic topics currently prominently discussed in media; 1/2 – 1 page, including hyperlinks - PARTNERS |
| Week 6 Sept. 26 | Corporate Financial Communication (I) - Introduction to corporate financial communication | - Reading: Argenti, Paul: <i>The fast forward MBA pocket reference</i> , New York 2002, Chapters 7, pp. 175 – 201 (Finance) - Download and Review Corporate and Agency budget worksheets posted on Blackboard | - PARTNERS |
| Week 7 Oct. 3 | Corporate Financial Communication (II) - Investor relations | - Reading: Argenti, Paul: <i>The Power of Corporate Communication</i> , New York 2002, Chapter 7, pp. 157 – 176 (Investor Relations) - Reading: “A Descriptive Account of the IR Profession,” A. Laskin, <i>Business Communicator Magazine</i> | - Writing assignment: Op-Ed on a micro-economic topic of choice, authored for the CEO of a publicly traded company - PARTNERS Update |
| Week 8 Oct. 10 | Midterms - Quiz | | - Presentations: Overview of Publicly Traded Company - PARTNERS |

| | | | |
|----------------------------------|--|---|--|
| <i>Week 9</i> Oct. 17 | Corporate Culture & Trust - Corporate Culture, Reputation Management & Trust - Enron and other corporate scandals | - Reading: <i>Is Enron Overpriced?</i> B. Maclean, FORTUNE - Watch: <i>Enron. The Smartest Guys in the Room</i> , 2005 | - PARTNERS |
| <i>Week 10</i> Oct. 24 | Media Entrepreneurship (I) - Introduction to entrepreneurship - Opportunity recognition | - Reading: <i>Twitter</i> , Harvard Business Publishing - Reading: <i>Dr. John's Products</i> , Harvard Business Publishing | - Paper: answering key questions about reputation management in a post-Enron world (details to be provided by instructor, 3 pages max) - PARTNERS |
| <i>Week 11</i> Oct. 31 | Media Entrepreneurship (II) - Innovators dilemma - Of angels, friends & family and VCs: start-up financing | - Reading: Zider, Bob: <i>How Venture Capital Works</i> , Harvard Business Review 11 1998, pp. 1 – 9 | - Paper on publicly traded company's most recent news from a corporate/financial public relations perspective (2 pages max) - PARTNERS Update |
| <i>Week 12</i> Nov. 7 | The Business of Public Relations Agencies (I) - Overview of the US PR agency landscape - Agency business model - Managing client budgets | - Analysis of largest PR agencies in the U.S. | - PARTNERS |
| <i>Week 13</i> Nov. 14 | The Business of Public Relations Agencies (II) - Starting your own agencies: choosing partners and investors, writing a business plan - Marketing and selling | - Reading: excerpt from <i>Managing a Public Relations Firm for Growth and Profit</i> , A.C. Croft (2006), posted on Blackboard - Reading: excerpt from <i>The Art of Client Service</i> , Robert Solomon (2008), posted on Blackboard | - PARTNERS |
| <i>Week 14</i> Nov. 21 | Financial Management of the Corporate PR Function - Planning - Budgeting - ROI Measurement | - Reading: excerpt from <i>Managing a Public Relations Firm for Growth and Profit</i> , A.C. Croft (2006), posted on Blackboard | - PARTNERS Final Update |
| <i>Week 15</i> Nov. 28 | - Final group presentations - Recap | | - Second presentation and paper about publicly traded company |
| <i>FINAL</i> Dec. 5 | NO CLASS MEETING | | - Group paper and presentation |

IX. Policies and Procedures

Statement on Academic Conduct and Support Systems

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. Please see the *SCampus* (<http://scampus.usc.edu/1300-academic-integrity-review/>) for the university's Student Conduct Code.

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 Communication and 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://dps.usc.edu/contact/report/>. 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://ali.usc.edu/> 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.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

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.

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.

X. About Your Instructor

Laura Min Jackson is an award-winning communications pro who's worked with global corporations, start-ups and nationally-ranked PR agencies. Her independent consultancy clients have included Beckman Coulter; Miocean; Össur, and Sony Pictures Entertainment Corp.

Previously, she was VP/Global Communications for Baxter Healthcare and Edwards Lifesciences, overseeing Corporate Branding; Internal Communications; Media and Community Relations and Crisis Management, as well as establishing the \$50 million nonprofit Edwards Lifesciences Fund. She also was SVP/West Coast Director of the National Healthcare Practice at Porter/Novelli, and specialized in Healthcare and Crisis Communications as VP at PainePR. She began her career at Burson-Marsteller, and in the Government and Nonprofit sectors.

Ms. Jackson earned her M.S. in Organization Development from Pepperdine University, and her bachelor's in Communications/Public Relations from Cal State Fullerton. In addition to teaching at USC, she's been a consultant, guest speaker and facilitator for global public health, educational, professional and policy organizations.