



**PR 599 Emerging Analytics: New Digital Models and the Future of Media**  
**3 Units**

**Fall 2019 – Mondays – 6:30-9:50 p.m.**

**Section:** 21680D

**Location:** ANN L115

**Instructor: Bob Pearson**

**Office:** ANN lobby or classroom

**Office Hours:** Mondays, 4-5 p.m.

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## **I. Course Description**

Data science is uncovering the “truth” of our world. We can see how humans behave or how artificial bot networks fool us. We can see why engagement occurs, whether it lasts and if we are building loyalty or just awareness. We can proactively see exactly what our audience desires before we write the first word of a new campaign.

We are entering a new era of innovation in the fields of communications, marketing and diplomacy.

The opportunity for innovation to occur will accelerate if we have the right set of glasses to wear, which we refer to as analytics and actionable insights. The right tools and techniques gather dust unless we understand human behavior, how social media/internet sites are changing the world of media and how to harness data to give us insights rather than useless pie charts, slides and reports.

This course curriculum, which is based on direct experience with brands, government, and non-profits worldwide for the last 12 years in 20+ languages, will show us how analytics is evolving each media model, ranging from media relations to positioning and issues management to reputation.

To best understand our future, we must know the fundamentals of human behavior, how humans follow patterns, how you analyze data to form actionable insights and what this means for each aspect of media. Each class will focus on a fundamental learning. As examples, with media relations, we can now see exactly which people shape behavior, in priority order, for any brand, topic, language, country or sub-topic anywhere in the world. How does this change how we prepare a media plan? We can strip apart the main search results for a brand or topic and see exactly which people and organizations are shaping the experience that our customers or citizens will receive via Google or Bing. We are witnessing the emergence of “search media

relations". We can see how bot networks are built from scratch to utilize Twitter, fool search engines and move people towards illicit goods, services or ideas. How does this work and how can we slow down these negative behaviors?

We'll also take time to understand how our brain forms from birth to age 25. This helps us see how habits and memories are formed and why certain psychological models are critical to understanding the effectiveness or lack of it in the world of communications.

It is equally important to explore the world of disinformation, since we are entering Web War III, a world where governments, in particular, are using increasingly innovative techniques to give us false information to throw us off balance. These same techniques are used, in different ways, by counterfeiters who disrupt businesses. The communications professional of tomorrow will need to be expert in how bad actors can disrupt everything from sales to how they can negatively impact the reputation of an organization.

The good news is that all the models we have learned in communications, diplomacy and marketing continue to apply. What analytics accomplishes is simple. It helps us see exactly how these models work in the real world. We no longer guess. We now know what matters, why and what we should do about it.

Most classes will feature a guest speaker from industry or government, real examples will be used in class (sometimes masked for confidentiality) and assignments will help students practice the models. Emphasis will be placed on comprehension of each concept, as articulated in class, via assignments, reports and a final class project, based on a current marketplace situation.

Students will be expected to utilize their devices (computer, phone, tablet) to analyze current situations online and for purpose of homework. The class will result in a final grade.

## **II. Overall Learning Objectives and Assessment**

### **Learning Objectives**

The course will be centered on five key learning objectives to ensure that students understand how to better utilize analytics, how to form actionable insights and how to apply the model's post-graduation.

- 1) **How Humans Behave** – we will explore how our brains form, related to how habits and memories are created that are long-lasting and we will discuss key psychological models that influence how we perceive communications from a third-party or person.
- 2) **What Matters in Analytics** – we will discuss how to identify the right data sources, how to analyze data, what goes into a successful algorithm or training set and how a non-data scientist can ask the right questions of a data scientist to achieve results.

- 3) **New Media Models** – we will discuss how key media models are evolving and how this changes our approach in the future, including media relations, search, issues management, reputation, internal communications, content planning and media planning.
- 4) **How to Protect/Promote a Brand/Organization** – we will learn about the most impactful issues management models today, why they work and better understand how to track issues, how to see trends earlier and how to outsmart bad actors. Further, we will explore how brands can stand out in a distracted marketplace.
- 5) **How to Apply Insight/Knowledge** – we will share, in class, our views on what an actionable insight is, how it can change an entire strategy, impact a media plan, and discuss direct application of each model to learn from each other.

The overall goal of the class is to provide students with the skills and capability to apply the models and concepts in a business or government environment. Inherent in the class's approach is a focus on thinking about the needs and desires of people worldwide and to gain a greater appreciation for why we are all remarkably similar in how we learn, share and entertain ourselves in today's online world.

### **III. Course Notes**

Assignments, quizzes and in-class scenarios will be utilized to gauge comprehension of key concepts/models. A significant portion of the grade will be based on the student's ability to show their comprehension and application of concepts/models, as well as a curiosity related to how innovation can occur when analytics and media combine. Participation will include the ability to submit thoughts/ideas each class in writing if a student prefers to communicate in this manner vs. traditional speaking in class. Lecture slides and reading materials will be posted before class.

### **IV. Description and Assessment of Assignments**

During our 15 weeks of class, we will have periodic quizzes to check comprehension during a specific class. We will ask small teams to review scenarios in the majority of classes and report on what they are learning and why. Our Midterm will be focused on group presentations, which are outlined in the schedule. Our final exam will be a multiple-choice exam plus a written summary conducted during class, as outlined in the schedule.

The goal is to help each student learn how to apply the concepts/models of the class. Students will also be asked to join in Q&A and learn how to ask insightful questions as part of the weekly discussion. A premium will be placed on the progress that individual students and teams make throughout the semester. Effort, curiosity and desire to learn will be of high importance.

### **V. Grading**

#### **a. Breakdown of Grade**

Assignment	Points	% of Grade
Quizzes	60	15
Class Participation, including scenarios	100	25
Midterm Project	120	30
Final Exam	120	30
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

### b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

### c. Grading Standards

All assignments will be reviewed on a professional basis and you will be judged on your ability to articulate the concepts/models discussed in class via a plan that can improve an outcome for a brand or organization.

**“A” plans** are utilizing analytic techniques and applying new media models to develop actionable insights that hold real promise in providing a better outcome for the brand/organization you select. The key performance indicators will be clear, as well as any related metrics. The story of the plan will be accurate, clear, comprehensive and well crafted.

**“B” plans** show a strong grasp of the concepts/models, but the plan itself still requires work. The metrics may be weak or there may be other areas of the plan that would not allow it to go forward in the professional world. Overall, it is a well thought through plan, just not fully ready for use.

**“C” plans** show a basic understanding of the concepts/models, but the plan itself does not clarify what will be accomplished, why it is important and how it will succeed. This occurs either via a lack of preparation or less comprehension of how the concepts/models all work together.

**“D” plans** may show a series of models/actions for a media plan, but do not make clear how it all works together. This is a plan that would be rejected in the business world due to a lack of completeness.

**“F” plans** have failed to meet the major criteria of the assignment, are late, have numerous errors or both. The plan shows a lack of understanding of the course’s key learning objectives.

#### **d. Grading Timeline**

Quizzes will be graded and returned following each class, as well as the Midterm. The final exam will be shared in the final grade.

#### **VI. Assignment Rubrics**

The books for this class will be Storytizing and Crafting Persuasion, both authored by Bob Pearson, as well as select publications designated by class. For each class, a specific chapter(s) will be assigned plus 1-2 relevant readings. Students are encouraged to go beyond the readings provided to learn further, share these readings with the class and expand on their insights in class.

#### **VII. Assignment Submission Policy**

Quizzes will be given in class. Make-up quizzes will not be provided.

Presentations will occur on the specific class date. Make-up session will not be possible due to the importance of presenting within the class.

If extenuating circumstances occur, the professor will discuss with the student and determine what is possible abiding by school rules.

Presentations will be expected to be submitted via Blackboard and/or email.

#### **VIII. Required Readings and Supplementary Materials**

Storytizing: What’s Next After Advertising by Bob Pearson

Crafting Persuasion: by Kip Knight, Ed Tazzia and Bob Pearson

Other assigned readings will be posted on Blackboard.

#### **IX. 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 Digital Lounge\*\*](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [\*\*Information Technology Services\*\*](#) website.

#### **X. Add/Drop Dates for Session 001 (15 weeks: 8/26/19 – 12/6/19)**

**Friday, September 13:** Last day to register and add classes for Session 001

**Friday, September 13:** 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 17:** Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

**Friday, October 11:** Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

**Friday, October 11:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

**Friday, November 15:** Last day to drop a class with a mark of “W” for Session 001

## **XI. Course Schedule: A Weekly Breakdown**

**Week 1 (August 26) – The Oncoming Tsunami: A Global World of Media** – we explore how social media, mainstream media and search are evolving worldwide. By looking at countries from Pakistan to Germany to the U.S., we start to see trends that are forming outside the U.S. and how they may impact us in the future. We look at the importance of print and broadcast media, how and why TV to Social is becoming the norm worldwide, how and why digital advertising and content is shifting to mobile and what the world ahead looks like for different generations, based on their experiences.

**Learning Objective:** A deep dive into how the media industry is being shaped will open up thinking on how social media is being used more progressively ex-US and how we can learn from our peers worldwide.

**Featured Speaker:** ex-CMO of Facebook, Gary Briggs

**Required Readings:** Chapter 1, Storytizing; Review [www.internetworldstats.com](http://www.internetworldstats.com) to learn about internet use worldwide; read Mark Zuckerberg’s statement on future of Facebook from March 6, 2019.

**Quiz** – ten questions asked about global media, multiple choice, to check comprehension of session.

**Assignment** – the book, **Storytizing: What’s Next After Advertising**, is introduced as a book for the class, as well as **Crafting Persuasion**, both by Bob Pearson. In addition, the assignment for week 6 is provided.

## **Week 2 (September 2) – Labor Day: No Class**

**Week 3 (September 9) – How our Brains Form & Why We Follow Patterns** – based on teaching at the U.S. State Department, we will learn about how the brain forms from birth to age 25. The focus will be on our innate needs to survive through play, which impacts how we learn the rest of our lives. We will look at how our attention spans are changing, how habits and memories form and why it is important to understand history to predict the future. This session will be completed with discussion of core psychological models, ranging from the Recency Effect to Sacred Values, so we can all understand why we interpret information in different ways.

**Featured Speaker:** Dr. Victoria Romero, Chief Scientific Officer, Next Century

**Learning Objective:** we now understand important principles of development that impact how a person learns throughout their entire lives.

**Required Readings:** Chapter 2-4, Crafting Persuasion; Study “You Can’t Not Believe Everything You Read” by Gilbert, Tafarodi and Malone, 1993.

**Homework Assignment** – Think of one intervention that you would introduce to improve the education of youth in Los Angeles. Summarize your plan in one page and submit next class (template provided).

**Week 4 (September 16) – How to Approach Analytics & Derive Actionable Insights** – it is now time to dig in and learn about data sources, algorithms and the results of analysis. We’ll spend significant time on understanding what an actionable insight is and why it matters. During the class, we’ll discuss how to access data via APIs, how to build keyword profiles and other techniques important to analysis.

**Featured Speakers:** Laura Gross, VP, Global Consumer Insights, Warner Bros.

**Learning Objective:** we know what goes into successful analytics. Emphasis is placed on understanding how it happens and how a “non-data-scientist leader” can know enough for future discussions. Translating data into an effective strategy and plan.

**Required Readings:** Chapter 6, Storytizing; Study “The ‘False Consensus Effect’: An Egocentric Bias in Social Perception and Attribution Biases” - Ross, Greene and House, 1977.

**Scenario:** A scenario will be provided to the students. The request is to write out what the actionable insight could be and turn in to the professor.

**Homework Assignment** – based on knowledge of the 1,9,90 model, develop three questions that you would ask Ray Kerins in week 4.

**Week 5 (September 23) – The New Formula for On-Line Influence: 1,9,90 Model** – we introduce the world’s most important media model, the 1,9,90 media model and why it works anywhere on earth. First discussed 12 years ago, this model explains how influencers, sharers and search work together and how earned, shared, owned and paid media now work together in different and more powerful ways. We’ll go particularly deep in exploring what an “influencer” really is and why “sharers” are often forgotten, yet they define how a market is shaped over time.

**Featured Speaker:** Ray Kerins, SVP, Government & Public Affairs, Bayer

**Learning Objective:** we will know how a marketplace is shaped by those who create and share content. We will be ready to build a new style of media relations plan.

**Required Readings:** Chapter 5-6, Crafting Persuasion; Chapter 2-5, Storytizing.

**Live Scenarios** – the class is given scenarios and then asked to apply learnings to each scenario. Taken from real life.

**Week 6 (September 30) -- Reputation & Relevance – Guest Professor Gary Grates** -- whether it is a CEO’s personal brand or the stature of an organization or the building of a brand, it is important to understand how analytics can isolate which attributes, people and topics matter. Too often, a wealth of activity is confused with a good plan. Here, we’ll look at why who

matters to building a reputation changes by topic, why few rankings or reports matter and what it means to build a thought leadership platform that is insights-driven.

**Featured Speaker:** Arvind Sood, VP, Investor Relations, Amgen

**Learning Objective** – we understand how a brand for a person, product or organization is built and why analytics can greatly focus resources on the most effective ways to accomplish our goals.

**Quiz**

**Required Readings:** Chapter 16, Storytizing; Social influence in social advertising: evidence from field experiments, Bakshy, Eckles, Yan and Rosenn, 2012.

**Week 7 (October 7) – Search Media Relations, SEO and SEM** – an emerging opportunity is in the area of search. Search represents those who seek out your brand for the purpose of action. We discuss how our knowledge of human patterns of behavior allows us to understand how many questions are asked about a given topic (usually <400), leading to a defined set of top queries for search (<150) allowing us to analyze exactly which people and organizations are creating the search experience for a brand, organization or topic. This new set of insights leads to search media relations. We have a new group to reach, invite to events and build relationships. We will combine this knowledge with a session, as well, on the basics of search engine optimization and search engine marketing.

**Featured Speaker:** Kyle Burkhardt, Director, Strategy & Insights, LA Clippers

**Learning Objective:** we will learn the basics of search engine optimization and marketing, combined with brand new skills on how we can build a search media relations approach, based on analytics. The result can greatly decrease spend on advertising and increase importance and spend on earned/shared media activities.

**Pre-Read** – Chapter 7, Storytizing; Study “Confirmation Bias: A Ubiquitous Phenomenon in Many Guises” -- Nickerson, 1998.

**Week 8 (October 14) – Midterm Presentation** – During class one, we will identify groups of 3-4 students per group. Each group will be able to select a brand of their choosing and develop a presentation for Week 8 that outlines what you have learned from Weeks 1-7. The grade will be based on a) the depth of your pre-work (presentation, narrative, handouts) b) the actual presentation and c) your ability to engage in constructive Q&A with your peers. The class will be asked to ask Q’s of each group, along with the professor.

**Week 9 (October 21) – Beyond Audience Segmentation: Architecting Behavior** – we now know how the PESO (paid, earned, shared, owned) media world is working today. Via analytics, we now show how we can identify our audience segments proactively and learn from them. I will share MDigitalLife, a healthcare platform that tracks more than one million medical providers to show how you can proactively learn from a type of MD (e.g. cardiologists) or a specialty (e.g. thoracic surgeons) or by hospital system or other. Our featured speaker will explain how Aetna, a major health insurer, is applying this model to segmenting KOLs and customers to ensure clarity of services. The resulting audience architecture shows us how an entire ecosystem works together, which includes media, patients, providers, advocacy groups, professional

associations, government, payers, insurers and more. Their interdependencies in terms of who they follow, trust and respect become obvious.

**Plan** – individual plans are due at the start of class.

**Featured Speaker:** Lukas Cudrigh, Head of Mobility Consumer Experience, Ford

**Learning Objective:** we see how you can proactively identify tribes of people, study their habits and see exactly what they need, who they respect, which media channels are most important to them, when they are active and much more, all before a campaign is created. The ability to build efficient campaigns becomes clear.

**Pre-Read** – a standard creative brief is provided to the class to review. Chapter 9-11, Storytizing.

**Week 10 (October 28): Brand as Publisher: The Future of Content** – insights-driven creative is the new frontier. The best chief creative officers of today/tomorrow will rely on insights as their foundation and then innovate from this platform. We'll learn how to develop insights that matter to a creative leader, how to create a creative brief, what the results can look like and why it all matters to the future of content creation.

**Featured Speaker:** Jeben Berg, Co-Founder and Chief Creative, Wild Evidence (ex-YouTube and Google) or Paulo Simas, Chief Creative Officer, W2O Group

**Learning Objective:** We will learn how to package insights to drive creativity, how to write a meaningful creative brief and how to understand when insights are leading to breakthroughs in creative.

**Required Readings:** Availability: A heuristic for judging frequency and probability, Tversky and Kahneman, 1973.

**No Quiz, but Homework** – a scenario is provided to the class. A new creative brief, based on actionable insights, is to be handed in for the next class.

**Week 11 (November 4): The Revolution in Content Planning** – we can now build profiles of audiences we want to reach, create normative data sets of more than one million people and figure out which micro-segments matter to a brand or organization. This new style of analysis, which completely flips the traditional market segmentation model on its head, shows us how like-minded people find each other and what their common interests are beyond a brand (e.g. media outlets, people, content). We will also show how decision-tree based analysis can go deep in specific channels, e.g. Instagram, to explain exactly how to improve images and videos.

**Featured Speaker:** Seth Duncan, Chief Analytics Officer, W2O Group

**Learning Objective:** we will see how to identify micro-segments and learn what they require and why, whether it is for overall content planning or for specific campaigns by social media channel. This is a new form of editorial planning.

**Scenario**

**Pre-Reading** – a collection of writings on change management is provided on internal communications.

**Week 12 (November 11) – Organizational Engagement: Harnessing High-Velocity Change** – the internal world should be treated with the same discipline and respect as we do with our customers externally. How do we apply external techniques to the internal world of an

organization? What types of communications within organizations have very little chance for success, yet they are done frequently and how can we change this paradigm to inspire, educate and shape the behavior of our own employees?

**Featured Speaker:** Dave Wallinga, VP, Marketing, Panda Restaurant Group

**Learning Objective:** we will understand the limits of top-down communications, why cascading rarely works well, why surveys have limits and other common mistakes inside organizations. In each case, we will show what can be done to improve comprehension and interest in a global internal population.

**Quiz**

**Featured Speaker:** Matt Reid, Managing Director, Sard Verbinen

**Required Readings:** Chapter 17, Storytizing; Compliance without Pressure: The foot in the door technique, Freedman and Fraser, 1966.

**Week 13 (November 18) – The Scourge of a Free Society: Disinformation** – we will discuss how bot networks are built to sell illicit goods and services or to move people towards extremist views. We will breakdown disinformation into the most common ways it is used to increase bias, generate hate, shift some towards extremism and others to violence. We will look at the different technologies that exist today that can compress our voice and change the meaning of a speech, how natural language processing can be used to create fake content we may never detect, and other ways bad actors are innovating. Included in this section are discussions on the dark web and how countries are actively engaged in disinformation.

**Featured Speaker:** Rand Waltzman, Deputy Chief Technology Officer, Rand Corporation

**Learning Objective:** we will understand how bad actors work, what disinformation consists of and will grasp the intensity of the issue on a global scale, including how we can improve in how we counter this disinformation.

**Required Readings:** Chapter 8 and 11, Crafting Persuasion; Group decision making and social influence: a social interaction model, Cohen and Davis, 1981.

**Quiz**

**Week 14 (November 25) – Guest Professor Gary Grates** – how do we know if our employees, the driver of our organization, are actually listening to what we are saying? How do we know if they are inspired to align with our priorities as leaders? What is important to know when we are managing a global organization? We will explore the key learning's from decades of research and experience related to how and why employees decide to make a difference.

**Featured Speaker:** Dave Samson, SVP, Public Affairs, Chevron

**Required Readings:** select columns and posts from Gary Grates provided pre-class on employee engagement, future-proofing and change.

**Scenario**

**Week 15 (December 2) -- Stimulating Innovation for Relevance** – we will explore how a new media model is created by looking at specific examples studied in class, thus far. What was the problem that existed, how could analytics improve it and why do you know it is time to evolve? This practical approach to incremental innovation will show how anyone in the class can potentially improve the media mix or a campaign or create a new idea by looking at the market

in a different manner. We will also explore how organizations change and how we ensure that our ideas get accepted. Change management concepts will be discussed to illustrate what can work and what can fail.

**Featured Speaker:** Nancy Zwiers, Chief Marketing Officer, Spin Master

**Learning Objective:** we will know how models are created, when to think about what's next and why innovation is accepted or rejected within organizations and what to do about it.

**Required Readings:** Chapter 18, Storytizing, Chapter 12-13, Crafting Persuasion; The spread of true and false news online, Vosoughi, Roy And Aral, 2018.

**Scenario**

**Final Exam (December 16, 7-9 p.m.)** – The final exam will have two parts. A multiple choice test and a scenario where you will be asked to develop a plan, based on our class's key models/topics.

## **XII. Policies and Procedures**

### **Additional Policies**

Students are expected to be on time for class and to look for ways to add value to the class (questions, readings and more). It is acceptable to use any device as long as it is furthering your knowledge of the course.

### **Communication**

I will be available for one hour per week prior to class. I am also available via email any day of the week and am happy to receive questions/thoughts as the class progresses. In an emergency, please call the cell number provided or to get my attention if your email has not been responded to within several hours of being sent.

### **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 or public relations 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://policy.usc.edu/scampus-part-b/>). 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**

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

### **XIII. About Your Instructor**

Bob is Senior Advisor for W2O Group, an 800-person independent network of digital communications and marketing companies known for their creation of algorithms and ability to evolve current models and create unique advantages for their clients worldwide.

Prior to W2O Group, Bob worked as VP of Communities and Conversations at Dell to develop the Fortune 500's first global social media function—an industry-leading approach to the use of social media, as highlighted in the best seller, *GroundSwell*. Before Dell, Bob was Head of Global Corporate Communications and Head of Global Pharma Communications at Novartis Pharmaceuticals in Basel, Switzerland, where he served on the Pharma Executive Committee and he held the role of Vice President of Media and Public Affairs for Rhone-Poulenc Rorer (now Sanofi).

He is an author, frequent speaker and blogger on digital marketing, as well as an adjunct professor at Syracuse University and The University of Texas McCombs School, where he is teaching a new course on digital media models. Bob is also a guest lecturer at the U.S. State Department's Marketing College with a focus on digital media and how to counter disinformation and extremism. He works in a digital media capacity as a contractor for OTI/USAID and the U.S. Agency for Global Media.

He has written two books (PreCommerce and Storytizing) based on key learning's from the firm's work with innovative companies and individuals. Bob's third book, *Countering Hate*, co-authored with Haroon K. Ullah, explores how bias, hate and extremism forms, how we can counter it and what we can learn from extremist groups. His fourth book, written with Kip Knight & Ed Tazzia, is called *Crafting Persuasion* and is based on teaching at the U.S. State Department on Marketing Communications. Bob is currently working on his first novel, a technology thriller.

Bob currently serves on the boards of Vetted.org (vice-chair), The Advertising Research Foundation, Genprex, Inc. and as CEO of the MedicAlert Foundation. He is on the KPMG digital advisory board and is a member of the Defense Science Board for the Department of Defense. Bob resides in Austin, Texas.