I. Course Description
This is the first course of a three-part journey that includes PR 351a and 351b.

PR 209 is an intensive, skills-based writing course designed focused on preparing and writing materials for use in media relations. It also provide students with the following:

1. Familiarity with proper writing styles with sensitivity to the requirements of media and publications.
2. Competence in writing mechanics and grammar, headlines, labels, structure and the ability to express information clearly to the intended audience(s).
3. Familiarity with the Inverted Pyramid and prioritizing facts.
4. Ability to judge what constitutes news and the nuances of how it is defined by a wide variety of media.

II. Overall Learning Objectives and Assessment
By the end of this course, students should be able to:

- Write with clarity, insight and skill.
- Judge the importance of information, set priorities and tailor writing to meet the needs of different media and reporters.
- Edit and proofread material so it is publishable.

Through in-class assignments and homework, students will learn to organize and plan their writing both with and without deadline pressure. Some assignments will cover the essentials of news and the basic building blocks of providing information; others will include elements designed to provide insight for working with the news media..

Students will be expected to take on their assignments with a professional attitude and a willingness to learn new techniques. Writing solid media materials takes practice and hard work.

*** Based on the progress of each student, certain exercises and/or assignments may be changed. ***
Classes include a weekly quiz and writing exercises. Some exercises take place during the class and are in addition to take-home assignments. Some writing will be on deadline, which is an essential skill for public relations.

III. Course Notes
Copies of lecture slides are typically uploaded to Blackboard but may vary weekly.

IV. Description and Assessment of Assignments
   **Homework:** Various readings, writing assignment media materials, and/or research.
   
   **Quizzes:** Based on readings, AP Stylebook, grammar, proofreading and current news events.
   
   **Writing (in-class and homework):** An array of writing assignment media materials.
   
   **Midterm exam:** There is both a “take-home” section and an “in-class” section of the exam; the “take-home” section is a writing assignment (create a news release and detailed fact sheet); the “in-class” section is a series of drills to test spelling, grammar, AP style, proofreading and writing assignments. Students must take the midterm to pass the class.
   
   **Class participation:** Response to readings, posing questions and comments.
   
   **Final project:** See final project description attached to syllabus

V. Grading
   a. Breakdown of Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments <em>(20-35 pts. each)</em></td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes <em>(points will vary)</em></td>
<td>5%</td>
</tr>
<tr>
<td>Writing drills <em>(in-class) (20-35 pts. each)</em></td>
<td>35%</td>
</tr>
<tr>
<td>Midterm exam <em>(200 pts.)</em></td>
<td>15%</td>
</tr>
<tr>
<td>Class participation <em>(5 pts. per class)</em></td>
<td>10%</td>
</tr>
<tr>
<td>Final project <em>(135 pts.)</em></td>
<td>30%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
### b. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% to 100%</td>
<td>A-</td>
<td>90% to 94%</td>
<td>B-</td>
<td>80% to 83%</td>
</tr>
<tr>
<td></td>
<td>80% to 83%</td>
<td></td>
<td>90% to 94%</td>
<td></td>
<td>67% to 69%</td>
</tr>
<tr>
<td>B</td>
<td>87% to 89%</td>
<td>C</td>
<td>74% to 76%</td>
<td>C-</td>
<td>70% to 73%</td>
</tr>
<tr>
<td></td>
<td>84% to 86%</td>
<td></td>
<td>74% to 76%</td>
<td></td>
<td>60% to 63%</td>
</tr>
<tr>
<td>C</td>
<td>90% to 94%</td>
<td>D+</td>
<td>87% to 89%</td>
<td>C-</td>
<td>60% to 63%</td>
</tr>
<tr>
<td></td>
<td>80% to 83%</td>
<td></td>
<td>87% to 89%</td>
<td></td>
<td>0% to 59%</td>
</tr>
<tr>
<td>D</td>
<td>95% to 100%</td>
<td>D+</td>
<td>84% to 86%</td>
<td>C-</td>
<td>90% to 94%</td>
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<td>80% to 83%</td>
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<td>90% to 94%</td>
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<td>70% to 73%</td>
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<tr>
<td>D+</td>
<td>87% to 89%</td>
<td>C-</td>
<td>74% to 76%</td>
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<td>60% to 63%</td>
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<tr>
<td></td>
<td>84% to 86%</td>
<td></td>
<td>74% to 76%</td>
<td></td>
<td>0% to 59%</td>
</tr>
</tbody>
</table>

### c. Grading Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Range</strong> (A = 95-100, A- = 90-94)</td>
<td>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; quote as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is. Made me want to keep reading! You will not get in the A range if you have any misspelled words.</td>
</tr>
<tr>
<td><strong>B Range</strong> (B+ = 87-89, B = 84-86, B- = 80-82)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C Range</strong> (C+ = 77-79, C = 74-76, C- = 70-73)</td>
<td>More than 5 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.</td>
</tr>
<tr>
<td><strong>D Range</strong> (D+ 67-69)</td>
<td>More than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with</td>
</tr>
</tbody>
</table>
D = 64-66
D- 60-63) little or no understanding or journalistic style/standards. Needs to work with writing coach.

| Failing (F = 59 or below) | Late, not rewritable or no assignment turned in. |

**d. Grading Timeline**
Graded homework assignments are typically due by noon on the Sunday following each class session, though this may vary. Students can expect to receive their grades and feedback by the next class session. Graded “in-class” writing assignments are typically due by midnight on the day of the class (Wednesdays). Students can expect to receive their grades and feedback within one or two days.

**VI. Assignment Submission Policy**
Assignments will be due via BlackBoard as I designate each week. All assignments will be created in Microsoft Word. Assignments not following directions will be graded lower. If you are absent, you are responsible for submitting homework when it is due. No late assignments are accepted.

**VII. Required Readings and Supplementary Materials**
3. Dictionaries and other writing references are indispensable.
4. It’s impossible to learn about writing and improve your writing skills without reading topical news and feature writing, and watching quality news broadcasts. Be regular readers of newspapers, magazines, trade publications, websites and other publications as required by assignment or your own interest. You should be familiar with [http://www.prnewswire.com](http://www.prnewswire.com) and [http://www.businesswire.com](http://www.businesswire.com) and other press release services (See separate instructions on the PR 209 Blackboard page for free student subscriptions.)

**VIII. 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 or call (213-740-5555).

**IX. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)**
Friday, September 4: Last day to register and add classes for Session 001
Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 4: Last day to drop a class and receive a refund to avoid a mark of “W” on student record and STARS report

Friday, September 4: Last day to purchase or waive tuition refund insurance for fall

Friday, October 2: Last day to drop a course without a mark of “W” on the transcript only. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Friday, October 2: Last day to change a Pass/No Pass course to letter grade

Friday, November 6: Last day to drop a class with a mark of “W” for Session 001

X. 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.

WEEK 1: INTRODUCTIONS – FUNDAMENTALS OF PUBLIC RELATIONS WRITING (Aug. 19)

- Introductions, detailed review of syllabus, texts, policies, and components of media materials. Review the PESO model (paid-earned-shared-owned), AP style (Associated Press) and the Inverted Pyramid.

In-Class Assignment:
- Interview a classmate and write a one-page bio and submit by the end of this class.

Homework:
- Bring two (2) news releases to the next class. Be prepared to come to class to talk about the key messages being conveyed.
- Readings: Newsom - Ch. 1 Public Relations and the Writer and Ch. 3 Writing to Clarify; AP Style - Punctuation Guide, A, B.

WEEK 2: INVERTED PYRAMID, KEY MESSAGES, HEADLINES, LEADS, SUBJECT LINES (Aug. 26)

- Review news releases. Discuss the Inverted Pyramid and why we use it. Where do third-party sources fit in to news releases? Citations, formatting documents, etc.
- Discuss final project - the information kit
- Quiz - homophones

In-Class Assignment:
- Using a selected company/event, write four key messages.

Homework:
- Using the two news releases you found, identify what you believe to be the intended key messages. Write a brief report with your summary.
- Watch three separate morning, afternoon, and evening newscasts. Listen to one AM radio news show. Be prepared to identify the news anchors. Try to figure out which was a PR-generated news story.
- Worksheet
• Readings: Newsom - Ch. 6 Research for the PR Writer and Ch.7 Writing to Persuade; AP Style - C, D, E, F.

WEEK 3: UNDERSTANDING THE MEDIA LANDSCAPE AND PITCHING (Sep. 2)
• An immersive discussion to understand how media outlets operate, what types of stories they look for, and how stories get chosen and created. Guest speaker: ANN media or a local editor/assignment desk editor.
• Quiz - AP style
In-Class Assignment:
  • Write an email subject line
Homework:
  • Readings: Newsom - Ch. 9 Writing for Public Media and Ch. 10 Email, Memos; AP Style - G, H, I, J, K
  • Write a headline and lead paragraph for each of two news events (Subaru and ball of lint)
  • Determine the topic/subject of your final project; write a one-page proposal and defend why it’s an appropriate choice.

WEEK 4: WRITING A NEWS RELEASE (Sep. 9)
• Discuss messaging and how it connects to audiences. What is the client trying to achieve?
• Quiz - AP style
In-Class Assignment:
  • Begin a news release for Espacio Hotels (headline, contact, lead graph).
Homework:
  • Add a nut graph to the Espacio news release.
  • Readings: Newsom - Ch. 4 Grammar, Spelling and Punctuation and Ch. 5 Social Media Writing; AP Style L, M, N, O, P

WEEK 5: QUOTES AND STATEMENTS (Sep. 16)
• No fluff allowed. We’ll practice writing quotes for news releases and corporate statements in a variety of settings.
• Quiz - AP style
In-Class Assignment:
  • Add a spokesperson quote to the Espacio news release.
Homework:
  • Readings: Newsom – Ch. 8 Media Contact; AP Style Q, R, S, T, U, V

WEEK 6: NEWS RELEASES, PART TWO (Sep. 23)
• We will continue to review examples and practice writing news releases. Discuss boilerplates.
In-Class Assignment:
• Add an elaboration graph and boilerplate to the Espacio news release.

**Homework:**
• For the MacArthur Fellowship awards, write a headline, lead graph and nut graph.
• Readings: AP Style W, X, Y, Z

**WEEK 7: FACT SHEET (Sep.30)**
• Review examples. Overview of press kits. How does a journalist use a kit? Which components are imperative and which are just nice to have?
• No quiz this week.

**In-Class Assignment:**
• Write a fact sheet for the MacArthur Awards.
• Add a quotation graph, elaboration graph and boilerplate to the MacArthur news release.

**Homework:**
• Complete the “take-home” section of the midterm. Prepare for the “in-class: section. The “take-home” section must be submitted to Blackboard by the beginning of the next class. No late submissions will be accepted. Ask your questions before class ends because the instructor will not field any questions after the “take-home” section is made available online.

**WEEK 8: MIDTERM (Oct. 7)**
• Complete the “in-class” section of the midterm.
• No quiz this week.

**In-Class Assignment:**
• After completing the second section of the midterm you will have time to begin writing the news release for your selected topic of your information kit (headline plus the first three graphs).

**Homework:**
• Complete the news release for your information kit.
• Readings: Newsom - Ch. 14 Crisis Communications

**WEEK 9: FAQ and Q&A (Oct. 14)**
• What’s the difference between the two and how are they used? We’ll review examples.
• Quiz – spelling

**In-Class Assignment:**
• Using key messages, write FAQ and Q&A documents.

**Homework:**
• Write an FAQ or Q&A document for your information kit.

**WEEK 10: TALKING POINTS (Oct. 21)**
• Create an executive “talk track” based on your key messages and media materials. Brainstorm anticipated interview questions as a class.

**In-Class Assignment:**
• Working in pairs, answer the questions we collectively come up with; finish your talking points.

**Homework:**
• Write a biography or fact sheet for your information kit.

**WEEK 11: ATTRACTING THE MEDIA (Oct. 28)**
• Review examples of pitch letters and email subject lines.
• Brainstorm target media for a variety of pitch scenarios

**In-Class Assignment:**
• Working in pairs write a pitch letter for Espacio; write a pitch letter for your information kit (first identify a target media outlet/editor).

**Homework:**
• Work on your information kit.

**WEEK 12: BIOS (Nov. 4)**
• Formal, fun and hybrid versions will be reviewed and written.

**In-Class Assignment:**
• Write a formal official bio.

**Homework:**
• Begin writing the strategy memo and/or PowerPoint deck for your information kit

**WEEK 13: MEDIA ADVISORY (Nov. 11)**
• Discuss essential information that must be included and how reporters/editors use advisories.

**In-Class Assignment:**
• Write a media advisory for one of several example events

**Homework:**
• Finalize your information kit; consider how it will be “packaged” for distribution to media outlets.

**FINAL EXAM PERIOD: PARTING WORDS/PRESENTATIONS OF FINAL PROJECTS (Fri., Nov. 20, 11 am - 1 pm)**
• Final project due. You will proudly present your completed kit to your classmates.

**PR 209 FINAL PROJECT: Detailed information kit**

You will prepare a detailed information kit on an organization or person of your choice. You are responsible for researching and writing all the material. All content must be original.

The topic may reflect the type of public relations you think you might be interested in. For example, if you’re interested in corporate social responsibility, Tom’s Shoes or Ben & Jerry’s might be interesting organizations for you to examine. However, your kit should not be a mirror reflection of materials and strategies already employed by an existing company. Unless you
select or create a brand-new organization, you should not plan to prepare a corporate information kit. Rather, you should select some new aspect of that organization to highlight. For example, Starbucks’ new philanthropy initiative (not real), or Lush Cosmetics’ partnership with Time’s Up (also not real).

Past topics include the following companies and their “news” –

- Sephora – new in-store recycling program
- Soho House – opening of a Palm Springs location
- Patagonia – promote its Worn Wear program
- Book publishing – promote new YA book by R.F. Kuang
- Oatly milk – Barista competition
- University Tees – opening of first brick-and-mortar location
- Warby Parker – promote children’s eye exams in Philadelphia
- Baby Bullet food processor – host children and parenting information and a product fair
- Nike – promote partnership with NBA player Giannis Antetokounmpo and youth fitness

* While this is primarily a writing course, we also expect you to begin thinking creatively about how you would package and distribute your kit. To earn an A on this project, you must show some evidence of your intent to package/distribute your kit.

Writing should be your own. Your materials should not be a repackaging of information already created by another company. Please, no organizations or persons that are USC and/or campus-related.

Required Elements – All kits must include:

1. **Strategic-style memo** to the client/boss/instructor explaining the purpose of the kit and how it fits your overall public relations strategy. The memo should outline the details of your strategy, tactics, audience and distribution. Tell me what each piece is meant to accomplish, for whom and how that audience is meant to get your information.
   Maximum length: three pages. (15 points)
   a. Include in your memo a list of all the other materials you would include if you were doing a complete kit. This list would include additional written sections, photos or graphics, etc. Include a sentence or two of description as needed. This is where you would demonstrate your grasp of strategy and how you would create a plan that goes beyond the basic requirements of the project.
2. **A news release** key to the specific purpose or topic of your final project (30 points)
3. **A fact sheet** of some kind, either about the organization, about the specific purpose or a topic that enhances your subject. Minimum: two pages. (20 points)
4. An **FAQ or Q&A** that could be published as a printed document or posted on a website. Choose the option that most fits your topic. Minimum: eight questions. (20 points)
5. A **PowerPoint or Keynote** deck that you will use to present to the class. The deck should provide contextual information to help your audience (your classmates) understand why
you chose this topic, how it relates to the “bigger picture” of world news, and why it’s newsworthy. It should be a maximum of 10 slides. You should plan to speak for about 10 minutes on Zoom. (10 points)

Additional Elements:
In addition, the kit must include two additional elements (20 points each). Among your options:

1. **Pitch letter.** Maximum: one page
2. **A formal bio.** Maximum: two pages
3. **An additional fact sheet.** It must be completely different than #3 in the required elements. Do not have any duplicate information from your required fact sheet. This could include a Q&A if you are doing an FAQ as a required element, or vice versa.

**Important!**
- Clean copy is a must. Your grade will be lowered if your copy is sloppy.
- Showcase substance. Visuals are an important element, but don’t try to hide a lack of substantive copy with overuse of visuals. Visuals should complement the story, not overpower it.
- When I say one page or two pages, they must be FULL pages.
- Documents should be 1.50 line spaced, with one-inch margins on all sides.
- Your class presentation on Zoom will take place on Friday, Nov. 20. All materials must be uploaded to Blackboard no later than 10 am, Friday, Nov. 20. No email submissions allowed.
- Please do not plagiarize. Acceptable: You may borrow basic template language about an organization like the company boilerplate. Unacceptable: You may not copy and paste an interview that exists online and pass it off as your own.

**XI. Policies and Procedures**
**Additional Policies**

The following policies and recommendations are intended to provide guidance to students while also establishing a consistent, campus-wide set of standards for accommodating and responding to some of the common issues that may arise from remote learning.

**Class Participation and Attendance in Synchronous Sessions**
In general, students should plan to attend every synchronous (at the same time as everyone else) session for the classes in which they are enrolled unless the class time falls outside of reasonable learning hours in the student’s time zone (defined as 7:00am to 10:00pm in the student’s time zone). Accommodations will be extended to students who are unable to attend class due to class being held outside of the reasonable learning hours. Students who are unable to attend class for other reasons must notify their instructor via email prior to the class. Class sessions are recorded and available through Blackboard. You are responsible for watching the
recording of any missed class and keeping up with the “in-class” writing assignments and homework assignments.

**Camera Policy**
Class dynamics are substantially compromised without the ability to see the students in class. **Students should have their cameras on during synchronous online sessions.** However, some students may face challenging situations, such as internet connectivity, illness, or home environments that make this difficult or impossible. To alleviate these concerns, students can use virtual backgrounds (if their Internet bandwidth can accommodate), which will eliminate most privacy concerns, and earphones or headsets to improve audio quality. Students should notify the instructor if they choose not to have their camera on for a class session.

**Recording Online Classes**
For the Fall 2020 semester, USC policy requires that classes conducted online be recorded for asynchronous viewing with transcriptions made available. Recordings ensure that all classes are ADA compliant, and can be freely accessed at all times by students irrespective of the region or time zone they are studying from. Zoom will automatically record and transcribe class sessions, which are then made available to students and faculty for all classes in Blackboard.

**What You Can Expect From Me**
- I come to class each week with enthusiasm and a strong desire to help you learn. My goal is to help you prepare for the world of PR.
- I am open to your questions and welcome the opportunity to discuss any issues concerning you. Please let me know what is on your mind.
- When you get an assignment back from me, you’ll have a good idea why you earned the grade you did and what can be done to improve your writing. However, if things are not clear, let’s talk. The more discussion, the better the understanding.
- This syllabus is a general guideline for what we will cover during the semester. Other assignments, such as written homework and class projects, will be given as needed. In addition, we will have in-class writing most weeks.
- I’ll guide you along to improve your writing, but feel free to help guide our discussions. Bring to class your questions, observations and opinions about how you see the role of public relations at work in the real world. Our most pertinent and interesting class time will come from what’s happening in our world today.

**What I Expect From You**
- Our online class starts on time. I expect you to be on Zoom with us!
- Assignments are due to me at the designated time. All assignments must be complete and typed. Assignments completed not following directions will be graded lower. If you are absent, you are responsible for getting me your homework by the due date/time. **No late assignments are accepted.**
• All assignments must have your name at the top. Save all documents in the following format (first name, last name, name of assignment) example: Susan Smith MacArthur news release
• There will be no make-ups for the midterm. There will be no extensions for the final project. You must complete the midterm and final project to pass the class.
• If you miss class, you are responsible for getting notes and assignments from a fellow student. I do not email notes or handouts.
• Class participation is expected and will help your final grade. Everyone is expected to contribute. Lack of participation will reduce your participation grade.
• No texting or any use of cell phones or other forms of electronic communication during class. Doing so will have a negative impact on your grade as it will distract you for our lesson.
• There should only be one discussion going on at a time in class. Paying attention to the speaker, whether it is the instructor, fellow student or guest, is a sign of respect and professionalism. Disruptive behavior, such as talking out of turn and carrying on side conversations (Zoom chats), will negatively impact your grade.
• The syllabus is our guideline and will change during the course of the semester to accommodate current events and speaker schedules.
• You are expected to check Blackboard regularly for updates on homework and assignments. I will post the week’s homework within 24 hours of our last class. You are also responsible for checking your USC email account, which is how I will communicate with you.

ZOOM “Netiquette” – ONLINE CLASS NORMS:
• Wear appropriate attire when on camera. No pajamas or bath robes.
• Sit at a desk or table to minimize neck fatigue (“tech neck”) and mimic as much as possible the in-class experience.
• Have a light source in front of you and not behind you.
• Mute your microphone unless you are speaking.
• Enable your video camera (webcam) on your device unless you have spoken to the professor in advance about why you are unable to participate with your camera turned on.
• One 5-10 minute break will be given once an hour when we are on Zoom.
• Practice chat etiquette and use the raise-hand icon (located when you click on “participants” icon) to get the teacher’s attention.
• While it is expected that students will make every effort to attend class, it is recognized that personal circumstances will arise which preclude attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and for making up missed tests and other assignments. We encourage synchronous Zoom class attendance because it has benefits (e.g., real-time engagement with course content, the instructor, and fellow students; ability to ask for clarification, etc.).
Annenberg Media Guide to Thoughtful Language:
Check Blackboard for this document and refer to it as necessary throughout the course.

IMPORTANT: If you experience problems logging onto Zoom for the class session, please email me immediately about the problem and then seek technical assistance by contacting the USC tech desk (itservices.usc.edu/contact/) or (213) 740-5555.

Communication
I am always available to speak with students to answer questions, review assignments, or share career advice. Please contact me by email to set up a time to talk. I do my best to reply to all emails the same day but please allow for 24 hours.

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 one percent (1%) 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 submit it to the instructor to sign by the end of the third week of classes. The student must then 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 by unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems
a. Academic Conduct
Plagiarism
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 Part B, Section 11, “Behavior Violating University Standards” 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, 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
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.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
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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.
The Office of Disability Services and Programs - (213) 740-0776
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
uscса.usc.edu
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
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, 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
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.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.

Breaking Bread Program [undergraduate students only]
https://undergrad.usc.edu/faculty/bread/
The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

XII. About Your Instructor
Lisa Cracchiolo Tush was once sitting where you are now as she was graduated from USC’s School of Journalism with an emphasis in public relations in 1984 and worked in Los Angeles for close to 20 years at four global PR agencies: Hill and Knowlton, Burson-Marsteller, Ketchum Public Relations and Ogilvy PR.

Much of her time was spent developing communications elements ranging from media materials to customer newsletters. She worked on numerous accounts including Bridgestone Tires, Epson Computers, Hilton Hotels, Metrolink commuter rail, and Star System ATM network. Additionally, she has experience in media relations and organizing special events.

In 2005 she obtained her teaching credential from Cal State L.A. and transitioned from PR to teaching language arts at the junior high level. She has taught at two LA-area Catholic schools for 10 years focusing on literary analysis and writing instruction.

In addition to occasionally substitute teaching, Lisa volunteers at Cal Poly Pomona where she is an Executive in Residence in the business school. She works with students to prepare them for job interviews. She provides counsel on resumes, letters of recommendation, job selection, and interview skills.

She loves reading, traveling, cooking and watching HGTV. Her current favorite podcasts are *Were you raised by wolves?* and *My Favorite Murder.*