



**PR 524: Multimedia Content Creation for
Brand Storytelling I
3 Units**

Fall 2020 – Thursdays – 2-4:30 p.m.

Section: 21321D

Location: ANN 210 & ONLINE

Instructor: Keith Plocek

I. Course Description

This course is required for students in the MA Public Relations + Advertising program. PR 524 is an introduction to strategic brand storytelling, the process for developing effective content and the digital content creation tools used. It is a graded course. PR 524 is part one of a two-part sequence on multimedia content.

In this class, we will examine media that is created and published by today's practitioner. The Internet and growth of digital content have enabled brands, organizations and individuals to become publishers and directly engage their audiences with increasingly effective levels of targeting. The strategic skills to create effective, engaging content across all categories - paid advertising, earned media, owned - are vital in today's communication ecology. This class examines strategies and tactics needed to be an effective brand storyteller including, digital content created for social channels, owned media and paid advertising.

This course is designed to teach students about the array of tools available to them, with emphasis on writing, digital content creation and the production of additional communications collateral. Students will be exposed to website creation techniques, basic HTML and CSS, writing for brand storytelling and principles of design. Students will be exposed to photography and video storytelling, but the core of image and video production will be in PR 525. This is a lab course – hands-on activities such as website production, strategic messaging, graphic design and oral presentations will be assigned. Students will be authoring and creating original multimedia content throughout the semester. The course emphasizes strategic creativity that drives brand and organizational goals.

II. Student Learning Outcomes

By the end of this course, students will be able to:

- Identify brand storytelling techniques
- Design and construct an individual website
- Develop multimedia content using fundamental principles of persuasive messaging, design and production

- Construct multimedia brand storytelling content for numerous organizations, causes or products across publishing platforms in today's diverse world
- Demonstrate technical proficiency on digital content creation tools, website back-end technology and search engine optimization
- Correlate audience brand behavior with multimedia content strategies

III. Course Notes

This course is listed as hybrid, and we will attempt to meet in the classroom later in the semester, but at the start all classes will be conducted online, per university policy.

You are expected to check your USC email regularly. That will be my primary means of communicating with you.

Laptops or advanced tablets such as iPads along with camera-enabled cell phones are required for this course. Additional instruction will be available outside of the weekly class at the Annenberg Digital Lounge. Students will be required to post the majority of their assignments on their individual website that will be developed during the beginning of the semester.

IV. Description and Assessment of Assignments

Participation

It is important to attend class and actively participate, as class activities and interaction with peers encourage creative dialogue, diversity of perspective, and help enhance your learning. It is expected that students will come to class having read the assignment(s) and prepared to join class discussions, contributing questions and comments about the materials. Classes begin promptly, so please arrive on time.

Case study presentations

Students are required to read the weekly trade publications AdWeek and PRWeek. Each student will be required to present, as part of a small group, an analysis and critique of brand storytelling campaigns from those publications. The presentations will be done by two students each week starting on week four. The presentation should be at least 15 minutes long and include:

- Summary of the campaign
- Thoughts on the strategy and target audiences
- Campaign messaging and storytelling
- Discussion of all campaign elements including breaking down the production
- Overall critique and suggested changes

In-class assignments and homework assignments including individual website

Homework assignments are due in class at the start of the session. If a student is unable to attend a class, any homework assignment that is due must be emailed to the instructor by the start of that class session that day to receive credit. If the assignment is posted to the students' individual website, the student must email the professor when it is posted. No late homework will be accepted. It's the students' responsibility to read the syllabus to stay informed of all homework assignments. Students will complete writing and multimedia content assignments throughout

the semester, both in class and for homework.

Each student will be required to create an individual website on WordPress. You will design and add all the written and multimedia content developed during the semester. Students may modify and add content to improve the posts, graphics or video content. The WordPress site will serve as each student's online portfolio.

Midterm

Take-home midterm: Students will be given a real-world scenario for a brand or product and will develop a strategic, creative storytelling strategy and create a mini-campaign. This will include developing a unique page on their website, writing a 200-400 word post that must include appropriate multimedia content. The page must be well designed, have clear and strong messaging and contain original graphic design elements such as an infographic or poster or ad. Using the content of the posts, students will develop two tweets or two Instagram posts that complement the campaign. All content is to be posted to the student's individual website.

Final term project

For your term project, you must pitch a topic to the instructor. If approved, each student will create a complete digital portfolio. Subject matter for this project may be a hypothetical campaign or content for an existing brand, product, non-profit or cause. This is an individual project.

The purpose of the project is for you to have the experience of producing bona fide advertising and public relations materials that can be powerful additions to your job portfolios!

You will be expected to:

- Research and write all copy
- Understand your target audience and develop the brand story
- Design and produce fully realized content for your chosen project
- Optimize content and webpages for search engines
- Present your project to the class

The final project will include the following requirements:

- A 7- to 10-minute presentation (at least 10 slides) that will include an overview of your strategic plan and show your website and content. This presentation will be in the last class and show your work in-progress.
- A fully executed section on your class WordPress site set up as if it is your topic's official website. It must have a landing page and at least two subpages.
- Elements to showcase design skills including:
 - At least four of the following: Infographic, poster/flyer or out-of-home media formats. The flyer can be presented on the webpage as a PDF, image file or interactive element.
 - A 200-400 word post. Headline, subheads and multimedia to be included.

- Headlines and subheads must use the correct HTML tags.
- All elements and web pages must be optimized for search.

You will be producing all materials from scratch. This means you will gather information about the chosen organization or company; write all copy; select and create graphic elements (photos, charts, logo, graphs, illustrations); determine where all of the copy and graphics will go in the final piece; and prepare a 7-10 minute presentation in which you discuss the overall project, the challenges you faced and any recommendations you might have for your classmates.

You must put legal disclaimer language on each page of this project. Instructor will supply language.

IF YOU WILL BE ABSENT, try to let the instructor know before class by email. You are still responsible for finding out what transpired during class and to confirm what the homework is. You may NOT make up in-class work, but you will receive relevant handouts or instructional materials.

DIGITAL LOUNGE SUPPLEMENTAL COURSEWORK

The Annenberg Digital Lounge, located in Wallis Annenberg Hall, is a creative makerspace where students learn to experiment and play with the latest digital tools. Each semester more than a dozen workshops are offered free of charge to help students supplement their general coursework. **For PR 524, students must select and complete TWO workshops that are directly related to multimedia design covered in this course.** The offerings vary, so the instructor will provide you with a comprehensive list at the beginning of the semester. **It is up to you to register and complete the workshops before the final class sessions.**

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Class participation	10	10%
In-class assignments Homework assignments Required weekly reading, team presentation and class discussion Ongoing work and completion of individual website portfolio	40	40%
Midterm	20	20%
Term project	30	30%
TOTAL	100	100%

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

“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 or figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging and 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 or 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 or standards. Needs to work with writing coach.

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

d. Grading Timeline

Time will be set aside during numerous classes to meet individually with students on their progress and to discuss their website portfolio. Feedback and grade on the midterm assignment will take place two weeks from date of the midterm.

VI. Assignment Rubrics

The expectations for each assignment will be given in class and posted to Blackboard.

VII. Assignment Submission Policy

All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will not be accepted. The vast majority of assignments will be published on the student's individual website.

VIII. Required Readings and Supplementary Materials

- Reading assignments will be emailed or posted to Blackboard throughout the semester, along with handouts and other readings.
- Each student will have a subscription to *AdWeek* and *PRWeek*. Students are required to read each publication on a weekly basis.

Supplementary readings include:

- The Ultimate Guide to Storytelling; <https://blog.hubspot.com/marketing/storytelling>
- *Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section One pages 1 - 41

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 (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

XI. 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
Week 1 August 20	<p>Class Overview and Introduction</p> <p>Review of syllabus and class goals.</p> <p>Discussion of student technology needed for this class.</p> <p>Overview and discussion of the role multimedia content plays in modern communications.</p> <p>Brand storytelling - what are the narratives and techniques - an overview.</p> <p>Overview and discussion of strategic process for creating content.</p>	<p>Weekly reading of PRWeek and AdWeek.</p>	<p>Research WordPress themes for your class website. Free themes can be found at:</p> <p>https://wordpress.org/themes/browse/popular/</p> <p>Website must be responsive design with parent and child hierarchy page structure. A blog style structure is not allowed.</p> <p>Entire class - Find an online example of multimedia content created by a brand, organization, non-profit or cause. Be prepared to discuss in next class and answer what you think the communication goal was, who are the audiences, is the message and production effective, and what might you do differently to improve the effectiveness of the content. What story are they telling?</p>

<p>Week 2 August 27</p>	<p>Overview of the World Wide Web and website development</p> <p>Discuss select examples of multimedia content from previous week's assignment</p> <p>How does the internet work What is an IP address, DNS and domain name registration</p> <p>An overview of user interface (UI) and user experience (UX) and its importance in design</p>	<p>Register your domain name, set up your hosting solution, including your DNS</p> <p>Begin developing your branding strategy and content for your homepage and the About Me pages</p> <p>Weekly reading of PRWeek and AdWeek.</p>	<p>Continue to develop your brand strategy and content for your homepage and about page.</p> <p>Continue to research WordPress themes for your class website. Free themes can be found at:</p> <p>https://wordpress.org/themes/browse/popular/</p> <p>Website must be responsive design with parent and child hierarchy page structure. A blog style structure is not allowed.</p> <p>Watch the tutorial "Get Started - Learn the Basics" videos on WordPress</p>
<p>Week 3 September 3</p>	<p>Website Development and Introduction to Coding</p> <p>Set up website from WordPress template.</p> <p>Introduction to WordPress plugins</p> <p>Intro to HTML</p>	<p>Add content to your site's homepage and about section</p> <p>Add at least one plugin to your website</p> <p>Continue to practice coding on your website test page</p> <p>Weekly reading of PRWeek and AdWeek.</p>	<p>Finalize your home page and about page</p> <p>Entire class be prepared to discuss your practice coding of your website test page</p>

	In-class coding activity on website test page		
<p>Week 4 September 10</p>	<p>Website Development and Introduction to Coding - part 2</p> <p>Class discussion on coding and plug ins - what's working and what needs work</p> <p>Continue HTML and introduce CSS, JavaScript</p> <p>Continue discussion on the role of third party plug ins and WordPress especially for display of multimedia content</p>	<p>Group 1- Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>The presentation should be at least 15 minutes long and include:</p> <ul style="list-style-type: none"> • a summary of the campaign • thoughts on the strategy and target audiences • campaign messaging and storytelling • show and discuss all campaign elements including breaking down the production • overall critique and suggested changes <p>Weekly reading of PRWeek and AdWeek.</p>	<p>Group 1 case study presentation due next class</p>

<p>Week 5 September 17</p>	<p>Multimedia Content and Brand Storytelling</p> <p>Group 1 Presentation</p> <p>Discussion of what is brand/organizational storytelling</p> <p>Discussion of the role content plays in the modern consumer decision journey</p> <p>Explore purpose, audience and voice across different platforms - written, image, graphic, video, audio</p> <p>Overview of how to develop effective content - brand voice and storytelling</p>	<p>Group 2 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>In-class small group exercise on potential brand content for various points of the consumer journey</p> <p>Begin research and development of a 300-500 word post on a topic to be assigned. The post must be designed and include multimedia content. The post will be in a separate page on your website. You are to design and layout the entire page</p> <p>Weekly reading of PRWeek and AdWeek.</p>	<p>Group 2 case study presentation due next class</p> <p>Entire class read: The Ultimate Guide to Storytelling; https://blog.hubspot.com/marketing/storytelling</p> <p><i>Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen</i>; Donald Miller; HarperCollins Leadership 2017; Section One pages 1 - 41</p> <p>Finalize post content and design. Post will be due before next week's class.</p>
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<p>Week 6 September 24</p>	<p>Multimedia Content and Brand Storytelling - the Importance of Search Engines</p> <p>Group 2 Presentation</p> <p>The role search engines play in content discovery</p> <p>An overview of search engine optimization techniques for the modern content creator. On the page content and HTML techniques for today's practitioner</p> <p>SEO plugins and their role in search</p> <p>In-class exercise on the role topic selection and keyword research for organization and brand content play in search. Examples to be supplied</p> <p>MIDTERM TOPIC DISTRIBUTED</p>	<p>Add a SEO plugin to your website and optimize your homepage, about and client one sections.</p> <p>Examine your headline and subheads from your previous weeks post and modify as needed to improve SEO</p> <p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 3 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p>	<p>Group 3 case study presentation due next class</p> <p>Everyone due next week: Using the SEO plugin, finalize the optimization of your homepage, about and client one sections.</p> <p>Finalize the modification of your post from last week.</p>
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<p>Week 7 October 1</p>	<p>Principles of Layout and Design – The Basics</p> <p>Group 3 Presentation</p> <p>Understanding the basics of visual design elements and principles</p> <p>Communicating with professional designers in the language they understand</p> <p>Discussion on various tools professionals use for design – InDesign, Affinity Designer, Word, PowerPoint, Pages, Keynote, easel.ly, Canva, etc.</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 4 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Work with a partner to cut and paste a poster “the old-fashioned way” with scissors and glue. Instructor will bring materials and give further direction during the class. The poster design is based on each student’s personal branding/passion. What story does the design tell?</p>	<p>Group 4 case study presentation due next class</p> <p>Watch the following video tutorials sequence:</p> <p>Getting Started with InDesign https://helpx.adobe.com/indesign/tutorials.html</p> <p>Please note the entire sequence is 2 hours and 30 minutes total.</p> <p>It is broken into video segments 6 to 21 minutes long.</p> <p>Work on midterm assignment</p>
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<p>Week 8 October 8</p>	<p>Introduction to Design Apps - InDesign, Affinity Designer and Others - Writing and Designing a Newsletter</p> <p>Group 4 presentation</p> <p>Discuss the value of newsletters and direct email</p> <p>Review and overview of best practices</p> <p>Learn some of the basic elements of layout using InDesign</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 5 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Using a template, each student will pick a brand, then write and design a newsletter to be emailed to that brand's audience.</p>	<p>Group 5 case study presentation due next class</p> <p>Finalize your newsletter and submit prior to next class</p> <p>Midterm assignment due next week</p>
<p>Week 9 October 15</p>	<p>Designing an Out-of-Home (OOH) Media Element</p> <p>Group 5 presentation</p> <p>Overview of out-of-home ad units and use cases</p> <p>Develop strategic messaging and design in other formats such as billboards, bus shelters, transit, etc.</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 6 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Teams of two brainstorm and develop messaging for brand/issue supplied by the instructor - "your client"</p>	<p>Group 6 case study presentation due next class</p> <p>Continue to brainstorm messaging and work on design concepts</p>

	MIDTERM DUE	Teams will create and design three different treatments for their client	
Week 10 October 22	<p>Group 6 presentation</p> <p>Continue development of three out-of-home designs</p> <p>Students will meet individually with the instructor during class to review their website and work to date</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 7 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Finalize design treatments and be prepared to share with entire class next week</p>	<p>Group 7 case study presentation due next class</p> <p>Finalized OOH design treatments due next week</p>
Week 11 October 29	<p>Group 7 presentation</p> <p>In-class presentation of each group's creative concepts</p> <p>Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 8 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Begin working on approved final projects</p>	<p>Group 8 case study presentation due next class</p> <p>Modify/update website per any instructions from instructor</p> <p>Work on final project</p>

Week 12 November 5	Group 8 presentation Continue meeting individually with the instructor during class to review their website and work to date. In-class time to work on final project and technical assistance from instructor	Weekly reading of PRWeek and AdWeek. Begin working on approved final projects	Modify/update website per any instructions from instructor Work on final project
Week 13 November 12	In-class time to work on final project and technical assistance from instructor		Modify/update website per any instructions from instructor Work on final project
FINAL EXAM PERIOD Tuesday, November 17, 2-4 p.m.	Present final projects. Submit final portfolio website.		

XII. Policies and Procedures

Additional Policies

Class Ground Rules and Participation

Class discussions display the communication skills required for your craft. They also can reveal your curiosity, tenacity and ability to connect with sources to obtain information. It is equally important to respect the class and your fellow students. Cell phone rings, side conversations, message checking, web surfing and other distractions and interruptions have no place in the classroom.

Ideas are to be treated with respect as well, but criticism plays a crucial role in learning. The craft of content creation is made up of revision and redoing. Constructive comments on your

classmates' work are expected. Not only should you not be bothered by critiques from fellow students and the instructor, you should seek out honest reactions to your work.

Communication

I am more than happy to chat with you individually outside of our regular class meeting time. This is going to be a unique semester, but together we can make it valuable. Don't hesitate to reach out if you would like to set up a meeting.

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

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://annenberг.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.

XIII. About Your Instructor

Keith Plocek is fascinated by digital storytelling in all its forms. As director of web content for Voice Media Group, he led a team of 12 web editors who produced text, audio, video and interactive content that reached more than 16 million active users at LA Weekly, The Village

Voice, Miami New Times and other alternative publications. He was a staff writer, a web editor and a social media manager for various publications over 13 years. During his time with Penske Media, he worked within the marketing department, running social campaigns and producing owned media for proprietary events such as the Young Hollywood Awards. He has spoken at numerous conferences, including South by Southwest Interactive and Affiliate Summit West. In addition to teaching, he consults media companies on digital strategy and writes long-form articles about travel and surfing.