



## **PR 501: Advocacy Communications** **4 Units**

**Fall 2020 – Tuesdays – 4-7:20 p.m.**

**Section:** 21456D

**Location:** ANN 305 & Online

**Instructor:**

**Office:** Classroom (when permitted) or Zoom/phone

**Office Hours:** Wednesdays, 5 p.m. to 8 p.m. and/or by appointment

**Contact Info:**

### **I. Course Description**

This course is designed to familiarize students with the key strategies and tools used in communications campaigns designed to influence public policy and public opinion with a focus on messaging and efforts to shape news coverage. Students will develop skills in analyzing, creating and evaluating such campaigns.

The course is designed for students who want to understand how influencers affect and change public policy through mediums like media, legislation, litigation, lobbying, marketing and advertising. Those influencers can include the government, politicians, think tanks, non-profits, charitable organizations and corporations. Students will learn how to decipher messages and understand how to strategically develop public policy and public opinion.

Students will be expected to participate in classroom discussions on politics, the economy, cultural and societal issues. The discussion will focus on multiple and diverse perspective of all issues. Students will be expected to keep an open mind in advocating the pros and cons, the left and right, and the right or wrong aspects of all topics.

During class, we will review the assigned reading which will be supplemented with internet articles, videos and news broadcasting reports. The purpose of the internet articles and videos is to augment the reading with current events and examples, including the upcoming U.S. Presidential campaign. Guest speakers may include local and national politicians or other policy influencers. The course will be graded and will provide four (4) credits.

### **II. Student Learning Outcomes**

The overall objective of the class is to equip students with the ability to understand the impact of communication campaigns and to learn how to develop and influence public policy through the development of communication campaigns. Specific objectives are listed below.

1. Identify communication campaigns and strategies. Students will be asked to research and identify strategies in the media and other mediums, including diverse and non-traditional media and real world events, both local and global/international.
2. Determine the influencers behind the communication campaign.
3. Interpret the message behind the communication campaign. Students will be asked to provide interpretations of the messages underlying the campaign.
4. Identify the results of the campaign strategy.
5. Develop a communication campaign to affect public policy and public opinion.

### **III. Course Notes**

The class will be structured around prepared readings, supplemental assignments and will be interactive. Homework assignments will be included at the end of each lesson plan. Additional information will be posted on Blackboard if needed.

#### IV. Description and Assessment of Assignments

**Classroom Participation (15%):** Students are expected to attend all classes and to actively participate in classroom discussions.

**Homework Assignments (35%):** Students will be given periodic homework assignments to complete on a timely basis.

**Midterm Examination (20%):** A midterm examination will be administered which will cover class discussions and class assignments.

**Final Project (30%):** The final project will include the creation and presentation of a communications campaign strategy. Students may work individually or together in teams. The students will work on the final project throughout the semester.

#### V. Grading

##### a. Breakdown of Grade

| Assignment              | Points     | % of Grade  |
|-------------------------|------------|-------------|
| Classroom Participation | 15         | 15%         |
| Homework Assignments    | 35         | 35%         |
| Midterm Examination     | 20         | 20%         |
| Final Project           | 30         | 30%         |
| <b>TOTAL</b>            | <b>100</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

###### *Public Relations*

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

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

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

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

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

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

Assignments submitted on time will be returned and graded one week after submission unless otherwise indicated. Late submissions will be returned and graded as soon as practicable.

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

Assignments will be graded 50% on content and 50% on structure, clarity, style, grammar, and spelling.

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

All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a lower grade. Assignments submitted beyond one week late will receive a grade of zero. Assignments must be submitted via email on the due date before class.

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

- Castells, Manuel. Communication Power. Oxford University Press. 2009. EBook full text online via USC library.
- All other reading and assignments will be posted on Blackboard or by email.

#### **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  |
|---------------------------------------|--|--|--|
| <b>Week 1</b><br><b>Tuesday, 8/18</b> | <p>Course Introduction &amp; syllabus review.</p> <p>Communication and information have been fundamental sources of power and counter-power and social change. This is because the fundamental battle being fought in society is the battle over the minds of the people.</p> <p>In-class discussion/assignment: We will review the different elements in which advocacy communications occurs (i.e.: politics, foundation, nonprofits, legal, corporate) which will be the foundation of the overall course. The class will identify topics for us to unpack during the duration of the class, such as Black Lives Matters and the upcoming election.</p> | <p>Castells, Manuel<br/>Pages 1 to 54</p> <p>Assignment: Use the definitions in the first chapter of the book and class notes to identify the public relations roles and concepts implied or explicitly mentioned. If no specific mentions are made, consider what types of PR functions would or should typically be involved? The summary should take no more than 2 paragraphs.</p> | <p>Due 8/25</p> <p>Assignment must be no more than two paragraphs and will be used in class discussion.</p>                                    |
| <b>Week 2</b><br><b>Tuesday, 8/25</b> | <p>The Network Society</p> <p>Based on our readings and assignment, our text argues that the media has become the social space where power is decided. It shows the direct link between politics, media politics, the politics of scandal and the crisis of political</p>  | <p>Castells, Manuel<br/>Pages 54 to 99</p> <p><b>Assignment:</b> Students must find a news story in the media that discusses, explicitly or implicitly, the effects of public relations. Summarize the subject of the news article or broadcast, briefly describing the situation</p>  | <p>Due 9/1</p> <p>Assignment must be no more than one page and submitted prior to the start of class and will be used in class discussion.</p> |

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|  | <p>legitimacy in a global perspective. With this in mind, our text guides us to focus on the outcome of this evolution as a historical shift of the public sphere from the institutional realm to the new communication space.</p> <p>In-class discussion: We will break into two sections to discuss if this outcome is the new norm. One section will defend this in the positive outcome with the other countering the outcome. We will then look at current examples the media has been focused on to see how it has shaped our perspectives on the particular issue the media is reporting on.</p> | <p>it recounts. The summary should take no more than one page. This will be a topic of discussion.</p>   |  |
| <p><b>Week 3</b><br/><b>Tuesday, 9/1</b></p> | <p>Digital Communication</p> <p>What is the meaning and examples of digital communications? Digital communication involves an organization's online communication efforts. Most organizations today use a wide range of online channels – from their website to mobile chat to blogs – to connect with current and prospective customers, employees, and other stakeholders.</p> <p>In-class discussion: Per the readings and homework</p>  | <p>Castells, Manuel<br/>Pages 99 to 127</p> <p><b>Assignment:</b> Students must find a blog, social media, news story that discusses the effects of digital communications in some area of business, nonprofit or political life. Summarize the subject of the news article or broadcast, briefly describing the situation it recounts. Explain whether the piece's depiction of PR corresponds to that of a profession. Does your source portray digital communication as meeting the criteria for a profession as defined in the readings, or not?</p> | <p>Due 9/8</p> <p>Assignment must be no more than one page and submitted prior to the start of class and will be used in class discussion.</p> |

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|  | <p>assignment, we will look at examples in which politicians, corporations, nonprofits utilize digital communications and the effects it has on its audience. Students will be asked to analyze and determine the effectiveness and will provide examples on how they use these methods in their personal lives/careers.</p>  | <p>In what ways? Give specific examples, using concepts and definitions from the textbook and class lectures to support your argument.</p>  |   |
| <p><b>Week 4<br/>Tuesday, 9/8</b></p>  | <p>Digital Communication</p> <p>We will utilize this class session to put into practice the effects of appropriately utilizing digital communications.</p> <p>In-class discussion: Students will be broken into pairs to discuss their subject matter per the homework assignment and discuss and present the pros and cons their subject matter used and its effectiveness of influence. Pending availability, we will have a guest speaker.</p> | <p>Castells, Manuel<br/>Pages 127 to 150</p> <p><b>Assignment:</b> Students are asked to locate a website, a database, an online simulation or a recent news article that speaks to issues within this chapter. Students will build on their selection throughout this discussion topic. Write a brief explanation of key concepts.</p> | <p>Due 9/15</p> <p>Assignment must be no more than two paragraphs and will be used in class discussion.</p> |
| <p><b>Week 5<br/>Tuesday, 9/15</b></p> | <p>Mind and Power</p> <p>Castells builds in formulating a theory of power relevant to the information age and elucidating the ways in which power relates to media, both in terms of traditional mass media forms and also</p>  | <p>Castells, Manuel<br/>Pages 150 to 165</p> <p><b>Assignment:</b> Students are asked to continue using the same website, database, online simulation or recent news article that speaks to issues within this chapter. Write a brief analysis of the</p>   | <p>Due 9/22</p> <p>Assignment must be no more than one page and will be used in class discussion.</p>       |

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|   | <p>the exploding forms of user generated.</p> <p>In-class conversation:<br/>We will build on these theories by first unpacking how traditional media uses its traditional process to sell ratings and expand on stories to peak viewer interest. We will hear from each student based on the assignment how the media has impacted their mindset on a particular issue and the pros and cons on just relying on the media. We will build on the conversation by having a potential guest speaker and discuss how the industry drives its methods. We will do an in-class writing assignment to summarize the days learnings.</p> | <p>problems with your site's PR strategy.</p>  |   |
| <p><b>Week 6</b><br/><b>Tuesday, 9/22</b></p> | <p>Mind and Power</p> <p>We will utilize this class session to explore the different generated user forms.</p> <p>In-class discussion:<br/>Students will be asked to discuss what forms of products they use such as Twitter/Facebook and how they are having an effect on their followers/friends. We will break into groups to discuss how each platform drives public opinion and the</p>   | <p>Castells, Manuel<br/>Pages 165 to 193</p> <p><b>Assignment:</b> Students are asked to continue using the same website, database, online simulation or recent news article that speaks to issues within this chapter. Present in one page advice you would provide your resource in order to assist in strengthening or changing direction of advocacy communications.</p> | <p>Due 9/29</p> <p>Assignment must be no more than one page and submitted prior to start of class and will be used in class discussion.</p> |

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|  | <p>importance of fact checking. We will then have each group present their discussions and defend the pros and cons of their platform.</p>  |   |  |
| <p><b>Week 7</b><br/><b>Tuesday, 9/29</b></p>  | <p>Mind and Power</p> <p>This session will have each student present based on their assignment what advice they would give to their resource/platform. This will allow us to give a deep dive into demonstrating and putting into action what we have read via the text and our daily use and the outcomes. If scheduling permits, we will have a guest speaker discuss how they incorporate usage to convince their customer/stakeholders /media of their products or work.</p> <p>We will then spend time to discuss next weeks in class midterm.</p> | <p>Study for in Class Midterm</p>   | <p>N/A</p>   |
| <p><b>Week 8</b><br/><b>Tuesday, 10/6</b></p>  | <p>In Class Midterm</p>   | <p>Castells, Manuel<br/>Pages 193 to 240</p>  | <p>Due 10/13</p>   |
| <p><b>Week 9</b><br/><b>Tuesday, 10/13</b></p> | <p>Media Politics</p> <p>With the elections in full swing we will take time to examine how Politics is being covered via traditional, social media and other methods. Students will be asked to examine the US Presidential candidates and how</p>  | <p>Castells, Manuel<br/>Pages 240 to 264</p> <p><b>Assignment:</b> Students must find a news story in the media that discusses, explicitly or implicitly, the effects of the US Presidential election and impact on public opinion. Summarize the subject</p> | <p>Due 10/20</p> <p>Assignment must be no more than one page and submitted prior to the start of class and will be used in class discussion.</p> |



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|   | <p>they are communicating their messages but have knowledge and focus of what is occurring in the background in CA as the Dem VP candidate hails from CA and opens a potential opportunity for a fight of the senate seat. Additionally, each student will be required to pick a social/political issue and unpack how it is being presented.</p> <p>In-class discussion: We will use these examples to discuss how affective politicians, activists, media and corporations are having on public opinion. Each student will be asked to lead a conversation on their respective choice and be able to lead a conversation and provide feedback.</p> | <p>of the news article or broadcast, briefly describing the situation it recounts. The summary should take no more than one page. This will be a topic of discussion.</p>  |  |
| <p><b>Week 10</b><br/><b>Tuesday, 10/20</b></p> | <p>Media Politics</p> <p>We will use this session to continue the conversation around the elections and continue to hear presentations from student lead conversations. Schedule permitting, we will hear from a guest lecture on some of the topics picked by the students and potentially from each political party and how</p>  | <p>Castells, Manuel<br/>Pages 264 to 299</p> <p><b>Assignment:</b> Students must find a news story in the media that discusses the effects of the US Presidential or Congressional House/Senate races and the impact in some area of business, nonprofit or political life. Summarize the subject of the news article or broadcast, briefly describing the</p> | <p>Due 10/27</p> <p>Assignment must be no more than one page and submitted prior to the start of class and will be used in class discussion.</p> |

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|   | <p>they are using the materials we have been learning and reading and putting them into action to help persuade public opinion.</p> <p>In-class: Each student will be expected to come to class prepared to discuss their respective topic and provide feedback/questions to their peers on their presentation.</p>   | <p>situation it recounts. Explain whether the piece's depiction of PR corresponds to that of a profession. Does the article or broadcast portray public relations as meeting the criteria for a profession as defined in the readings, or not? In what ways? Give specific examples, using concepts and definitions from the textbook and class lectures to support your argument.</p> |   |
| <p><b>Week 11</b><br/><b>Tuesday, 10/27</b></p> | <p>Media Politics</p> <p>As we have experienced, read and discussed, media politics is an everyday occurrence and doesn't just take place during an election cycle.</p> <p>In-class discussion: We will spend the first part of class in groups preparing an advocacy political pitch. What must go into an affective pitch and understand how to influence public opinion. Students will take the previous homework assignments to create their pitch and the second part of class will be used to present their pitch to the class and potential guests and be given critiques.</p> | <p>Castells, Manuel<br/>Pages 299 to 346<br/>(Assign final project)</p>  | <p>Due 11/3</p>   |
| <p><b>Week 12</b><br/><b>Tuesday, 11/3</b></p>  | <p>Social Movements</p> <p>Where PR and social movements intersect. We will begin by</p>  | <p>Castells, Manuel<br/>Pages 346 to 416</p> <p><b>Assignment:</b> Students must find a news story</p>   | <p>Due 11/10</p> <p>Assignment must be no more than one page and submitted prior to</p> |

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|   | <p>looking at some of the key social movements that are currently occurring in our time and some of the highlights of the past. How do these movements impact public opinion and influence our legislatures?</p> <p>In-class discussion: Students will use the time to discuss some of the reasons why certain movements succeed vs why others do not. What does it take to have a successful movement? We will look into creating a working document to what the students feel is necessary to have an effective pitch. We will then use our pitch to discuss with a field expert their thoughts into the students work.</p> | <p>in the media that discusses the effects of a social movement and the impact in some area of business, nonprofit or political life. Summarize the subject of the news article or broadcast, briefly describing the situation it recounts. Explain whether the piece’s depiction of PR corresponds to that of a profession. Does the article or broadcast portray public relations as meeting the criteria for a profession as defined in the readings, or not? In what ways? Give specific examples, using concepts and definitions from the textbook and class lectures to support your argument.</p> | <p>the start of class and will be used in class discussion.</p> |
| <p><b>Week 13</b><br/><b>Tuesday, 11/10</b></p> | <p>Social Movements</p> <p>We will use this class session to continue our conversation into the importance and effectiveness of social movements during our time. We will hear from a guest speaker to understand what resources and tools they utilized.</p> <p>In-class: we will then take our previous pitch from the previous class to pitch to the guest speaker and see what feedback they may</p>  | <p>Finalize Final Project</p>  | <p>N/A</p>  |

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|   | have. Time permitting per the feedback we will go back into a working group to make adjustments to our pitch to strengthen the piece to share with our guest speaker. |     |     |
| <b>FINAL EXAM PERIOD</b><br>Tuesday, 11/17,<br>4:30-6:30 p.m. | Course Evaluations & Present Final Projects   | N/A | N/A |

## XII. Policies and Procedures

### Additional Policies

Classroom attendance is a critical part of this course. Please make every effort to attend all classes and to arrive on time. If you miss a class for any reason, please contact the instructor for assistance. During class, all points of view are encouraged, and respect for those points of view are expected.

### Communication

Please contact me if you need to meet with me and are unable to do so during office hours. I will respond to your email within 48 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 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](http://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](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**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://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](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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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*

[ucsa.usc.edu](http://ucsa.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](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://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.

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