



**PR 508: Public Relations and Advertising  
Fundamentals and Strategy  
3 Units**

**Fall 2020 – Thursdays – 6:30-9 p.m.**

**Section:** 21493D

**Location:** Online & ANN 305

**Instructor:** Brenda Lynch, Adjunct Professor

**Office:** Online

**Office Hours:** By appointment

**Contact Info:** [REDACTED]

### **I. Course Description**

This course explores the contemporary practice of public relations, advertising and its expanding role in a broader strategic communication and digital context. Emphasis is on strategy, critical thinking and problem-solving as these relate to communication challenges and opportunities. Students will also examine ethical, legal and theoretical concepts and frameworks related to persuasive communication and its practice today.

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

By course end, the student should be able to:

- Explain modern-day public relations and advertising concepts and practices
- Practice critical thinking, strategy and campaign planning and integration in a communication context
- Demonstrate the capacity to extract actionable and defensible insights from research and information
- Explain why stakeholders, uncontrolled external factors and ethics are critical elements in campaign development
- Demonstrate the ability to strategically identify and address opportunities, challenges and key constituencies for a communication campaign
- Deconstruct and present a campaign analysis using the course planning model
- Develop and present an original, integrated campaign plan based on research, strategy and actionable insights

### **III. Assignments**

- **Participation in Class Discussions (25 points)**

You are expected to regularly attend and actively participate in classes, complete all required readings before each class session, and contribute to class discussions with comments and questions. Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates.

At the end of the semester, you will be graded and awarded points based upon:

- Consistent demonstration that you have read the material for scheduled class discussions
- Contribution to class discussion; answering questions, asking relevant questions
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers and the instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

### When Attending Class via Zoom

- Please turn on your video whenever possible as it is helpful to be able to see each other, just as in an in-person class. However, we recognize that if you have limited internet bandwidth or no webcam, it may not be possible. If you are unable to find an environment without a lot of visual distractions, it is ok to turn off your video. When you are asking questions or participating in group work/presentations, please activate your video. Please mute your microphone when you are not talking to help eliminate background noise. Please use a headset when possible, which will improve audio quality. If you are unable to find a quiet, distraction-free spot where you can use your microphone, please use the “Chat” window to post questions and comments relevant to the class. Even if you are attending class on campus, please bring a laptop and headphones to class. Small group discussions during class time is common. We may use Zoom to facilitate breakout groups consisting of students who are online as well as in the classroom.

Participation in Class Discussion Grading			
CRITERION	EXEMPLARY 23-25	SATISFACTORY 18-22	UNACCEPTABLE 0-17
Frequency	Frequent contribution to class discussion.	Regular contribution to class discussion	Seldom or no contribution to class discussion
Relevance	Contributions to class directly address key issues, questions or problems related to the text and the discussion activity.	Contributions to class address key issues, questions or problems related to the text and the discussion activity, but in some cases only.	Contributions to class do not directly address the question or problem posed by the discussion activities.
Insight	Contributions to class offer original or thoughtful insights, analyses or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions to class offer some insight, analysis or observation to the topic, but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions to class do not offer any significant insight, analysis or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.
Support	Contributions to class support all claims and opinions with either rational argument or evidence.	Contributions to class generally support claims and opinions with evidence or argument, but may leave gaps where unsupported opinions still appear.	Contributions to class do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

- **Cases of the Week (10 points each)**

During the semester, students will submit (by email) a PR Case of the Week (COW). This involves quick identification and analysis of any current PR-related issue in the news; some cases will be used for topics of discussion in class as time allows. Each student will submit one Case of the Week during the semester (sign up will be done during the first class) and will be asked to lead a class discussion on the topic. The process of identifying

and explaining such cases will contribute to the students' understanding of PR strategy, as will the discussion of these in class. Participation in Case of the Week discussions during class will also contribute to each student's Class Participation grade.

Case of the Week submissions should be a brief communiqué that takes this form:

- Approximately two pages; in 1-2 sentences, identify a current news event, issue or problem having identifiable PR implications for an organization. Identify the point of view from which it should be discussed.
- Briefly discuss the rationale for your recommendation and why the matter is important from a communications standpoint. Then highlight some of the key PR/advertising implications about the situation.
- Case of the Week (on your assigned date) are due to the instructor via email no later than the Wednesday prior to class at 5 p.m. Student must bring his/her own hard copy to class for possible case discussion.
- A sample format for your Case of the Week will be distributed the first day of class.

#### Additional Writing Assignments

Throughout the semester students will also be assigned other papers, each worth up to 10 points, unless otherwise noted. The final summative writing assignment will be a timed writing exercise.

- Paper: What is strategy? (2-3 pages) – 10 points
- SIP – Part I Case Deconstruction (6-8 pages) – 20 points
- SIP – Part II – Case Deconstruction - continuation of first assgt. (6-8 pages) – 20 points
- Paper: Crisis – PESO Strategy in Response to Crisis Case (2-3 pages) – 10 points
- Paper: Ethics / Case analysis using the Potter Box (2-3 pages)- 10 points

<b>"Case of the Week" and Writing Assignment Grading</b>				
<b>Component</b>	<b>Exemplary 9-10 pts</b>	<b>Proficient 7-8 pts</b>	<b>Partially Proficient 5-6 pts</b>	<b>Incomplete 1-4 pts</b>
<b>Writing Mechanics</b>	Writing mechanics: No grammar, punctuation or sentence structure errors observed.	Writing mechanics: Minor grammar, punctuation or sentence structure errors observed (2 or 3 errors).	Writing mechanics: Grammar, punctuation and sentence structure errors distract from presentation (4-6 errors).	Writing mechanics: Many grammar, punctuation, and sentence structure errors are observed (7 or more).

<b>Structure, Organization</b>	Structure and Organization: Paper was well organized, did not jump all over the place and flowed well. Ideas were clear, well devised and had solid structure so that readers could readily follow along and understand the paper's contents.	Structure and Organization: Paper was fairly well organized, did not jump all over the place and flowed in a reasonable manner. Ideas were fairly clear, demonstrated forethought and were structured in a manner that readers could more or less readily follow along to understand the paper's contents.	Structure and Organization: Paper was mediocre in organization. Ideas were not as clear as they could have been, were average in development, and had mediocre structure such that readers might have trouble following along and understanding the paper's contents.	Structure and Organization: Paper was not well organized, jumped all over the place, and flowed poorly. Ideas were unclear, not well devised, and had poor structure so that readers could not readily follow along and understand the paper's contents.
<b>Double Weight SIP Part I &amp; II</b>	<b>18-20 pts</b>	<b>14-16 pts</b>	<b>10-12 pts</b>	<b>1-9 pts</b>

#### Digital Lounge Workshops

To stay current on digital skills, students will be required to attend three Annenberg Digital Lounge sessions or LinkedIn Learning equivalents at different times during the semester, each worth five points. See course outline for specific sessions.

#### Midterm deconstructive individual project

Select from recent history (i.e. the last two years) an event or situation having significant public relations or brand implications for an organization. Dissect and analyze your topic by writing an 10-12 page case study in which you follow the Strategic Integrated Planning Model (excluding Evaluation, Timeline and Budget), indicating: (1) how the organization appears to have addressed each step of the process; (2) your own analysis and commentary on each step of their approach, and (3) possible alternatives to that approach.

Apply critical thinking to hypothesize in those instances where insufficient data are available to you, making certain that your hypotheses make sound intellectual and strategic sense. Be sure to cite your research sources and indicate those areas in which you are hypothesizing. Bear in mind that this is a deconstructive, rather than constructive, exercise. You are analyzing a program that has *already taken place*, not creating a new one (except to the extent that you offer suggested alternative approaches as part of your analysis).

You may use a case from an on-line source provided that: (1) the source document does not provide the majority of the information you present; (2) you cite the source document; (3) you carry the analysis well beyond the level of the source document; and (4) you attach a printed version of the source document to your paper. You *may not* use a case on which you have based a prior assignment.

<b>Midterm Deconstructive Case Study Grading</b>				
<b>Objective/Criteria</b>	<b>Exemplary 27-30 pts</b>	<b>Accomplished 24-26 pts</b>	<b>Developing 21 -23 pts</b>	<b>Beginning 1-20 pts</b>
<b>Identification of the main issues/problems</b>	Identifies and understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in the case study
<b>Analysis of the issues</b>	Insightful and thorough analysis of all of the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issues
<b>Effective solutions/strategies</b>	Well documented, reasoned and appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well -thought-out comments about solutions or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
<b>Links to course readings and additional research</b>	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and lacking links to any readings

### Group project

As groups, develop a 15-20 slide deck, one-year integrated communications plan for a real brand, company, non-profit or organization of your choice (pending instructor approval), based on all elements of the Strategic Integrated Planning Model. This is a multi-week project where each group will create proof-of-concept work in areas such as research, and prototypes of the actual campaign elements. Students are expected to utilize current, professional media and methods for their presentations.

Group Project Grading	
Criteria	Points
<ul style="list-style-type: none"><li>• Group produces sound, thought-provoking analysis grounded in research on a singular organizational area of interest.</li><li>• Thoroughly examines all pertinent aspects of a given organization with a singular, clear purpose.</li><li>• Formulates innovative, valid conclusions grounded in sound empirical evidence.</li><li>• Effectively delivers engaging, informative multimedia presentation on research findings.</li><li>• Provides defensible implementation plan for the organization, including themes, messages, channels, sources, etc.</li><li>• Optimally structures and organizes content in written product and presentation.</li><li>• Delivers professional quality paper and presentation, without grammatical errors, typos, etc.</li><li>• Accurately cites all source material in accordance with APA style standards.</li><li>• Meets all posted deadlines for project deliverables.</li></ul>	Exemplary 27-30 pts
<ul style="list-style-type: none"><li>• Group produces sound, interesting analysis grounded in research on a singular organizational area of interest.</li><li>• Examines all pertinent aspects of a given organization with a singular, clear purpose.</li><li>• Formulates innovative conclusions grounded in sound empirical evidence.</li><li>• Delivers engaging, informative multimedia presentation on research findings.</li><li>• Effectively structures and organizes content in the written product and the multimedia presentation.</li><li>• Delivers professional quality paper and presentation, without grammatical errors, typos, etc.</li><li>• Accurately cites all source material in accordance with APA style standards.</li><li>• Meets all posted deadlines for project deliverables.</li></ul>	Satisfactory 21-26 pts
<ul style="list-style-type: none"><li>• Group produces interesting analysis grounded in research on a singular organizational area of interest.</li><li>• Examines some pertinent aspects of a given organization without identifying a singular, clear purpose.</li><li>• Paper/presentation lacks in the professional quality and standards expected of today's PR professionals.</li></ul>	Unacceptable 1-20 pts

#### Final Summative Writing Assignment

Students will be given a prompt for a timed writing assignment.

### IV. GRADING

#### a. Grading Breakdown

Assignment	Points	% of Grade
Participation in class discussion	25	12.5%
Case of the week (two per semester)	20	10%
Strategy Paper	10	5%
Deconstruction paper 1	20	10%
Deconstruction paper 2	20	10%
Midterm project	30	15%
Assignment: PESO & Crisis Communication	10	5%
Assignment: Ethics/ Potter Box	10	5%
Digital Lounge Workshops (3)	15	7.5%
Group project	30	15%
Final summative writing assignment	10	5%
<b>TOTAL</b>	<b>200</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 Timeline

Unless otherwise specified, the instructor will grade and return assignments by the next class session.

### V. Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a full grade deduction for each day they are late.
- B. **All files saved to Blackboard must have the name of the assignment and student's name in the saved file name. If your name is not in the file name you will earn zero points.**
- C. **The midterm and group project must be taken on the day it is assigned. There are no make-ups or extensions.**
- D. Students must take the midterm and group project to pass the class.
- E. Students and instructor must work collaboratively to maintain the feel of a true seminar experience. To that end, the instructor intends to manage the class as she would an agency brainstorming and/or professional development session, with similar ground rules applied:
  - a. All ideas are to be treated with respect for their creators and acknowledgement that ideas of all types can contribute to ultimate success of a project. Nonetheless, it is always wise to mentally review the strategic appropriateness of any idea before vocalizing it.
  - b. Constant student/instructor interaction and feedback are extremely important. Everyone is expected to contribute. Failure to speak in class will be reflected in the student's grade.
  - c. Only one meeting/discussion can take place at a time, and it must be the one in which the instructor is participating. Avoid disconcerting side conversations.

- d. Always pay attention, because (1) to do otherwise is a sign of an unprofessional attitude that is rude to fellow students and the instructor, and (2) you may miss something important.
- F. All papers must be footnoted as appropriate, with a source page at the end.

## VI. Required Readings and Supplementary Materials

- A. Articles, Videos, Audio—Please refer to the *Course Schedule: A Weekly Breakdown* section below. Assigned articles will be available via the course's Blackboard page or available by link in the *Weekly Breakdown*.
- B. Other Materials—Students need to closely follow current events, news, lifestyle and digital communication trends. Students need to read general interest and business publications, and are expected to bring to class stories relevant to what we are studying and discussing.

## VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

## VIII. 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

## IX. 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.

### COURSE FLOW BY WEEKS

	Daily Topics/Activities	Readings and Homework	Deliverables/Due Dates
WEEK 1 8/20	Course Overview <ul style="list-style-type: none"> <li>• Student introductions &amp; syllabus review</li> <li>• What is strategy?</li> <li>• Intro to Strategic Integrated Planning (SIP) Model</li> <li>• Intro to Cases of the Week</li> </ul>		
WEEK 2 8/27	PR & Advertising <ul style="list-style-type: none"> <li>• Historical context and evolution of the Public Relations and Advertising disciplines</li> <li>• Differences &amp; convergence of disciplines, past and present; contemporary practices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Seducing Strangers</i>, Scott Weltman</li> <li>• Lukaszewski J. (1998). <i>How to Develop the Mind of a Strategist</i></li> <li>• Cutlip and Center's Effective Public Relations (11th Edition) – Chapter 1</li> </ul>	<b>DUE:</b> 2-3 page paper Role of strategy in communications, importance, current examples of smart strategy (either personal or in the news)  Review the SIP document



	<ul style="list-style-type: none"> <li>Agency vs. inhouse</li> <li>Functions and teams</li> <li>Structures &amp; working environments</li> <li>(SIP) Model Concepts</li> </ul>		
WEEK 3 9/3	<p>Understanding Brands</p> <ul style="list-style-type: none"> <li>What is a brand? How is it different than a company?</li> <li>Storytelling, fiction, and the role of brands in marketing communications.</li> <li>Brand characteristics: voice, tone, personality, values</li> <li>Brand Strategy &amp; Brand Positioning</li> <li>(SIP) Model Concepts</li> </ul>	<ul style="list-style-type: none"> <li><i>A New Brand World</i>, Scott Bedbury, Chapters 1-3</li> <li><i>Positioning</i>, Ries &amp; Trout, Chapters 1-9</li> <li><i>How Brands Grow</i>, Byron Sharp, Chapters 1- 2</li> </ul>	
WEEK 4 9/10	<p>Critical Thinking &amp; Persuasion Theories</p> <ul style="list-style-type: none"> <li>Critical thinking strategies &amp; processes</li> <li>Actionable insights and insight mining</li> <li>Agenda setting and framing</li> <li>Persuasion theories</li> <li>(SIP) Model Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Facione, P. (2010) Critical Thinking: What It Is and Why It Counts. <i>Insight Assessment (2010 Update)</i></li> <li><i>The Insight. The Most Important Part of the Brief</i>, Edward Boches, Sept. 2015</li> </ul>	<b>DUE:</b> 6-8 page paper Deconstructive case analysis assignment using SIP (Part 1)
WEEK 5 9/17	<p>PESO (Part I)</p> <ul style="list-style-type: none"> <li>What is PESO?</li> <li>Earned media</li> <li>Shared media/social media</li> <li>(SIP) Model Concepts</li> </ul>	<ul style="list-style-type: none"> <li>"Lines Blur Between Ads and News," Los Angeles Times, March 18, 2016</li> <li><i>Building an Influencer Graph: an Earned Media Management Strategy</i>, CISION Nov. 2018</li> <li>Burghardt Tenderich. <i>Content Creation in Public Relations</i>. Kim, Carolyn (ed.). <i>Public Relations. Competencies and Practice</i>. 2019; Chapter 7</li> </ul>	<b>DUE:</b> Complete Annenberg Digital Lounge Workshop: <b>Intro to Adobe Spark</b>
WEEK 6 9/24	<p>PESO (Part II)</p> <ul style="list-style-type: none"> <li>Paid media</li> <li>Owned media</li> <li>Media planning &amp; media buying: strategy, audience formation &amp; analysis, negotiation, spending, buying</li> <li>The vast world of digital media</li> <li>Understanding Programmatic media</li> <li>Discuss mid-term topics</li> </ul>	<ul style="list-style-type: none"> <li><i>Making Sense of Owned Media</i>, Mark Bonchek, Harvard Business Review, Oct. 2014</li> <li><i>Digital Media &amp; Society</i>, Simon Lindgren</li> </ul>	<p><b>DUE:</b> 6-8 page paper Deconstructive case analysis assignment using SIP (Part 2)</p> <p><b>DUE:</b> Mid-term case analysis topics</p>

WEEK 7 10/1	<p>Campaign Integration &amp; the Bottom Line</p> <ul style="list-style-type: none"> <li>• Overarching strategy considerations &amp; creative synergy</li> <li>• Campaign measurement &amp; evaluation</li> <li>• Campaign budgeting</li> <li>• Super Bowl – Advertising &amp; PR’s biggest day.</li> <li>• (SIP) Model concept review (as needed for mid-term)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring PR’s Impact: The Framework for Digital PR (CISION, 2019)</li> <li>• <u>5 Companies Who Are Doing Integrated Marketing Right in 2018</u></li> </ul>	Work on mid-term case analysis
WEEK 8 10/8	<p>Communicating with Main Street – Consumers &amp; Key Stakeholders</p> <ul style="list-style-type: none"> <li>• Consumer PR/Advertising</li> <li>• Corporate Communications</li> <li>• B2B PR</li> </ul> <p>Public education and issue campaigns</p>	<ul style="list-style-type: none"> <li>• <u>Corporate Communication Management. A Management Approach</u>, Roxana-Lucia Mihai, Valahian Journal of Economic Studies, Volume 8: Issue 2, 18 Nov 2017</li> </ul>	<b>DUE:</b> Midterm papers and recorded presentations due
WEEK 9 10/15	<p>Crisis Communication</p> <ul style="list-style-type: none"> <li>• Open and closed system communication theory</li> <li>• Crisis types &amp; characteristics</li> <li>• Crisis communication strategy and preparation – case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Janis Page &amp; Lawrence Parnell. Issues Management and Crisis Communication. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 12, 300 – 324</li> <li>• Cutlip &amp; Broom – Chapter 7, Systems Theory; Open and Closed Systems</li> </ul>	<b>DUE:</b> Complete Annenberg <b>Digital Lounge Workshop: Google Analytics for Measuring Campaigns</b>
WEEK 10 10/22	<p>Ethics and PR Best Practices (Part I)</p> <ul style="list-style-type: none"> <li>• Defining ethics &amp; ethical decision making</li> <li>• Exploring personal values – what’s important to you?</li> <li>• How organizational values impact cultures and PR practices</li> <li>• Ethics and CSR</li> </ul>	<ul style="list-style-type: none"> <li>• Fitzpatrick, Kathy. Baseline for Ethical Advocacy in the “Marketplace for Ideas” Fitzpatrick, Kathy and Bronstein, Carolyn (ed.). (2006). <i>Ethics in Public Relations – Responsible Advocacy</i>. 2006; Chapter 1, 1 – 17</li> <li>• Backus, N. &amp; Ferraris, C.: Theory Meets Practice: “Using the Potter Box to Teach Business Communications Ethics,” <i>Proceedings of the 2004 Association for Business Communication Annual Convention</i>, 222 - 229</li> </ul>	<p><b>DUE:</b> 2-3 page paper PESO strategy in response to current crisis communication situation</p> <p><b>DUE:</b> Group project topics. Submit to instructor for approval</p>
WEEK 11 10/29	<p>Ethics and PR Best Practices (Part II)</p>	<ul style="list-style-type: none"> <li>• Janis Page &amp; Lawrence Parnell. Corporate Social Responsibility and</li> </ul>	

	<ul style="list-style-type: none"> <li>Ethical decision-making models</li> <li>Potter Box Model of Reasoning; practical applications</li> <li>Case discussions - PR ethic guidelines and practices</li> </ul>	<p>Community Relations. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 9, 214 - 241</p> <ul style="list-style-type: none"> <li>Karla Gower. Legal Considerations in Public Relations. Kim, Carolyn (ed.). <i>Public Relations. Competencies and Practice</i>. 2019; Chapter 8, 97 – 114</li> </ul>	
WEEK 12 11/5	<p>Communicating with Wall Street &amp; K Street</p> <ul style="list-style-type: none"> <li>Business and legal principles</li> <li>SEC and regulatory environment</li> <li>Top 10 legal “watch outs” in PR &amp; Communication</li> <li>Government and public affairs</li> </ul>	<ul style="list-style-type: none"> <li>Janis Page &amp; Lawrence Parnell. Public Affairs, Government Relations and Public Diplomacy. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 15, 380 - 401</li> <li>Janis Page &amp; Lawrence Parnell. International Public Relations and Public Diplomacy. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 16, 402 - 426</li> </ul>	<b>DUE:</b> 2-3 page paper Ethics case analysis using the Potter Box Model of Reasoning
WEEK 13 11/12	<p>Where to Next? PR &amp; Advertising Careers</p> <ul style="list-style-type: none"> <li>Function and roles</li> <li>Preparing for your career &amp; internships</li> <li>Guest speaker: graduate of USC Annenberg PR program</li> </ul>	<ul style="list-style-type: none"> <li>WARC – <i>The Future of Strategy 2018</i></li> <li><a href="#">The Undercurrent Skills Maturity Matrix</a></li> <li>PR Week Salary Survey 2020</li> </ul>	<p>Work on group projects</p> <p>Complete Annenberg Digital Workshop – <b><i>Creative Resume Techniques Using Adobe InDesign</i></b> (due by Final Exam date)</p>
Final Exam 11/19, 7-9 p.m.	Group project presentations		<b>DUE:</b> Group project paper and presentation

## X. Policies and Procedures

### Communication

Students should feel free if needed to email or phone the instructor outside of class to ask questions, get assignment clarifications or to arrange a one-on-one meeting if not convenient during the instructor’s normal office hours. Student inquiries will be responded to within 24-48 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*

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

#### *USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

### **b. Support Systems**

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

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

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

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

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org) Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

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

[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp) Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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

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

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

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support) Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

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

[dsp.usc.edu](https://dsp.usc.edu) Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa) Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

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

[diversity.usc.edu](https://diversity.usc.edu) Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

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

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu) Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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

[dps.usc.edu](https://dps.usc.edu) Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://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.

## **XI. About Your Instructor**

Brenda Lynch heads communications and public affairs for Union Station Homeless Services, a leading provider of *homeless shelter services*, housing, and family programs. In this role she is at the forefront of the “Housing First” approach to ending homelessness in Pasadena and the San Gabriel Valley

Prior to joining the non-profit world, Brenda was an award-winning marketer to Fortune 500 companies. She provided strategic counsel to the C-suite and senior level executives, marketing solutions to drive sales and communication guidance to build national brands for top-tier companies including eBay, Disney Online, Peet's Coffee, Jamba Juice, Bosch Home Appliances, Dole Packaged Foods, and The Jim Henson Company.

As the former Senior Partner and head of the West Coast Consumer Group of Finn Partners, a public relations agency with offices across the nation, Brenda ran the Los Angeles office. She coached C-suite executive and managers to achieve a variety of performance objectives from audience segmentation and marketing tactics to developing relevant messaging and public speaking.

Previously, Brenda served as the Director of the North American Consumer Practice and Managing Director of the LA office at MS&L, a leading international public relations agency. She spearheaded programs to share best practices and elevate the quality of strategic thinking, impactful messaging, and workplace skills across the agency. She has provided strategic counsel for some of the top companies in the nation, including: eBay, Red Bull, Mattel, Nestlé, and Procter & Gamble.

With a Masters in Humanities with an emphasis on Mythology in Modern Marketing, Brenda is an eclectic lover of reading, art, architecture, culture and storytelling. She is also a foodie who loves cooking, eating and exploring new spices and taste sensations.