



PR 599: Fundamentals of Advertising 3 Units

Fall 2020 – Thursdays – 6:30-9 p.m.

Section: 21677D

Location: Online & ANN 106

Instructor: Ashley Owen

Office: Online

Office Hours: Tuesdays: 7-7:30 p.m.; Thursdays, 9-9:30 p.m.

Contact Info: ashleyow@usc.edu

I. Course Description

This class is for the graduate student interested in learning the fundamentals of today's advertising profession and its role in marketing communications. The foundation of advertising is persuasion: the effort to persuade someone somewhere to do something, usually with respect to a commercial offering. Because advertising lives and breathes in contemporary culture, it is a discipline in transition, reverberating from the many radical disruptions and transformations in today's society, due to changes in technology, economic circumstances, and human behavior.

Advertising falls under the promotion area of the overall Marketing Mix (The 4Ps - product, price, promotion, and place). Promotion includes all activities that involve communicating with the customer about a product or service and its benefits and features. This is the allocation of resources among public relations, advertising, sales promotion, direct marketing and personal selling.

Advertising will be the primary focus of this class; however, we will also address all facets of the Marketing Mix to illustrate how they are integrated and how they each impact how a brand looks and feels and speaks. Emphasis will be placed on understanding the current practice of advertising, including traditional and non-traditional media, digital, experiential, and social media.

II. Student Learning Outcomes

PR 599 is designed to provide students with the following outcomes:

- 1) An understanding, at the macro level, of the advertising industry and how advertising agencies operate.
- 2) The ability to develop a strategic insight, build a brand positioning and manifest that in advertising that is relevant and effective in a diverse world.
- 3) A foundational understanding of the media landscape including how media is planned, purchased and sold.
- 4) An understanding of how the key components of advertising (Account Management, Strategy, Research, Creative, Media, Production, Digital, and Social Media) work together to build a brand.

At the end of the course, students will have had the opportunity to function as part of an agency team, working to develop a new campaign for an advertiser's product or service. The teams will perform the functions an agency would engage in to develop work for a client or potential client. Each student will be exposed to the various disciplines in a way that provides practical application of the roles found in an agency.

III. Course Notes

Copies of professor lecture slides and other key class information will be posted on Blackboard. Guest Lecture slides will not be available outside of attending class.

IV. Description and Assessment of Assignments

There will be (5) homework assignments. Assignments are due, uploaded to Blackboard by the following class unless noted on the syllabus. Late assignments will not be accepted. Assignments must be typed, and some will require laying out photos into documents. Importance will be placed on grammar, spelling and writing ability. Brevity and language discipline is valued in the advertising field – assignments should not exceed the limits outlined in the syllabus. Analysis of TV, radio digital, social media or outdoor advertising must include a detailed written description of the ad (a link to the spot should be included when possible). The magazine, newspaper, television program, or web site in which the ad was found should also be cited. You should be prepared to discuss your assignment in class on the day that it is due. In some cases, group review with classmates will precede the final delivery of class assignments for grading. The (5) homework assignments will be graded as follow:

Homework Assignment Grading			
CRITERION	EXEMPLARY	SATISFACTORY	UNACCEPTABLE
Relevance	Contributions directly relate the brands and issues discussed in class, and highlight the advertising implications.	Contributions directly relate brands and issues discussed in class, and highlight the advertising implications, but in some cases only.	Contributions do not directly relate the brands and issues discussed in class, and highlight the advertising implications.
Insight	Contributions offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions 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 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 support all claims and opinions with either rational argument or evidence.	Contributions generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	Contributions do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

a. Advertising case study presentations

Students are required to present one case study of a current ad campaign they feel is particularly persuasive during the course of the semester, including their personal rationale for the success of the effort. Additionally, it is expected that all students keep up to date on current industry events, as students will be chosen at random in class to discuss the current event topic of their choosing. Presentations will count towards your participation grade.

b. Reading

If reading appears on the syllabus it is expected that the reading will be completed prior to that class's meeting. Supplemental industry articles may be sent via email during the week.

c. In-Class Assignments

In-Class assignments will encompass lecture and reading material as related to real world case studies. They cannot be made up without prior arrangement.

d. Midterm Presentations

The Midterm will consist of a short in-class presentation, accompanied by a deck. It will serve as practice for the final group project.

e. Final Group Project

The Term Project will be a culmination of all that has been covered in the course. The class will be broken up into groups, each acting as an agency pitching a piece of business. You will be provided with a brand and a basic brief that will outline the parameters and expectations for the pitch, basic background information and other information. Each group will then be expected to research the brand, create a strategy, concept the ad campaign, determine what media to use and when, and present an integrated campaign to the class. A briefing document encompassing all aspects of the pitch is to be shared in class, and all accompanying materials will be available for review on Blackboard. Times of group presentations will be determined closer to the Final Project date, but will happen at or near class start time. No project decks will not be accepted late. Groups will be given approximately 20 minutes to present their ideas. Your grade will be based on strategy, critical thinking, creativity, presentation storytelling, and quality of the leave behind deck. Additionally, 20% of an individual's Final Group Project grade will be based on a group evaluation form where group members evaluate each person's contributions.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Class Participation	50	10%
5 Homework Assignments	100	20%
Midterm	150	30%
Group Final Project	200	40%
TOTAL	500	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. Excellent organization and flow; original thinking. Well thought out analysis of the material, with a clear point of view.

“B” projects indicate a completed assignment with a topline command of the material. There is an analysis of the topic, however, a strong argument or POV has not been established.

“C” projects indicate a completed assignment that covers the material but fails to produce an analysis or POV on the topic.

“D” projects 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 those not turned in.

d. Grading Timeline

Grading and feedback will be provided in class, on Blackboard or via email within 2 weeks from submission.

e. Class Participation

It is important to attend class and actively participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read/viewed the materials and be prepared to join class discussions, contributing questions and comments. Students will also be assigned “Current Events” to bring in and present one time during the semester; this will count toward participation grade (not homework assignments). 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, points will be allocated to students based upon:

- Consistent demonstration of reading material for scheduled class discussion
- Contribution to class discussion; answering questions, asking questions
- Consistent attendance in class in order to contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers, and instructor

In Zoom sessions, turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. However, we do 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. It is highly encouraged that video be turned on during presentations.

Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant to the class.

VI. Assignment Submission Policy

Assignments are due, uploaded to Blackboard by the following class unless noted on the syllabus. Late assignments will not be accepted. Assignments must be typed, and some will require laying out photos into documents. Importance will be placed on grammar, spelling and writing ability. Brevity and language discipline is valued in the advertising field – assignments should not exceed the limits outlined in the syllabus.

VII. Required Readings and Supplementary Materials

a. Required Reading:

1. The Art of the Pitch, Persuasion and Presentation Skills that Win Business by Peter Coughter
2. Subscribe to AdAge Daily email (it's free): AdAge, AdAge Digital, Creativity

b. Optional Supplemental Reading:

- a. *Truth, Lies and Advertising* by John Steel
- b. *Freakonomics* by Steven D. Levitt and Stephen J. Dubner
- c. *Hegarty on Advertising* by John Hegarty
- d. *Eating the Big Fish* by Adam Morgan

Additional material, case studies, and web sites will be announced in class.

VIII. Laptop Policy

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

IX. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)

Friday, September 4: Last day to register and add classes for Session 001

Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

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

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

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

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

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

X. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Date: 8/20	WHAT IS ADVERTISING? Everybody has experienced advertising: you've surely seen TV ads, read billboards and thumbed through magazines laden with print ads. Once upon a time, the role of	Assignment #1: What makes an ad great? In advertising, beauty is in the eye of the beholder... err, consumer. That means everyone has an opinion about what makes a great ad. For the next class, pick an ad from the last 1-3	Due Week 2 on Blackboard at beginning of class. Come prepared to discuss with the class.

	<p>advertising was very clear-cut and obvious. However, in a world of proliferating choices and technological changes, what is advertising today, and what role does it play in business, in consumer culture, and our society? Where does it fit in the overall marketing mix and what do integrated campaigns look and feel like?</p>	<p>years that you think is great and explain why. It can be from any media – TV, billboard, print, social, etc. and for any brand.</p> <p>This assignment is one page, single-spaced. Please include either a link to the ad or screenshot. Questions to consider:</p> <ul style="list-style-type: none"> - Why this ad over any others? - What makes it great? - How did the ad impact your opinion about the brand? - How did the ad impact your behavior? - Did the ad bring up any emotions for you? <p>Did the ad teach you something that you didn't know before?</p>	
<p>Week 2 Date: 8/27</p>	<p>ADVERTISING LANDSCAPE – AGENCIES & CLIENTS From before the “Mad Men” days to today’s highly specialized advertising agencies, the ad agency comes with a popular mythology, some of which is real. What is the charge of these agencies? What is the process by which advertising is created? How is an advertising agency structured, and how does it work with</p>	<p>Reading Assignment Chapters 1-5: Art of the Pitch</p>	<p>Be ready to discuss in class on Week 3.</p>

	<p>brands to facilitate the creation and execution of ads?</p> <p>Guest Speaker: Account Executive</p>		
<p>Week 3 Date: 9/3</p>	<p>BRANDS & POSITIONING</p> <p>At the core of any advertising campaign is the brand that's doing the communicating. What is a brand, and what role do brands play in marketing communications? We will look into the historical development of brands and the advertising and marketing communications they have spawned. How do brands decide who they are, what they want to say to the world, and how they go about saying it? Brands, positioning and benefits of branding, target selection, role of qualitative and quantitative research.</p> <p>Group Work: Research prep</p>	<p>Assignment #2: Strategic Research</p> <p>Choose a well-known brand and conduct research around the 4Cs:</p> <ul style="list-style-type: none"> - Company: What makes the brand unique? - Consumer: Who is the target audience and what makes them tick? - Culture: What does this brand have to consider if they want to be relevant today? - Category: What is the competitive white space for the brand within the category? <p>Put together a 5-10 slide PowerPoint outlining your findings and key takeaways.</p>	<p>Due Week 4 on Blackboard at beginning of class.</p> <p>Come prepared to discuss with the class.</p>
<p>Week 4 Date: 9/10</p>	<p>ADVERTISING STRATEGY</p> <p>Multiple inputs and decisions go into the crafting of any given ad. Will the ad launch a new product or sustain an old one? Which target</p>	<p>Assignment #3: Creative Brief for Brand from Week 3</p> <p>In this assignment, you will write a Creative Brief – the document that frames the problem and provides</p>	<p>Due Week 5 on Blackboard at beginning of class.</p> <p>Come prepared to discuss with the class.</p>

	<p>market are you trying to reach? What appeals to this target market? Figuring out the strategy behind every piece of communication is rooted in the process of discovering unique insights about the consumer, the company, the category, and/or our culture. Developing a strong strategy is critical before a single pencil hits the paper.</p> <p>Guest Speaker: Strategic Planner</p>	<p>insight to guide creative ideas.</p> <p>Develop a creative brief based on template provided.</p>	
<p>Week 5 Date: 9/17</p>	<p>IDEAS & CREATIVE Concepts and ideas are the familiar terminology in the development of advertising. Once the Creative Brief has been decided upon, a sometimes-mysterious process of creative ideation ensues. What's the process for coming up with creative ideas, and how are they evaluated?</p> <p>Guest Speaker: Creative Team</p>	<p>Assignment #4: Creative Concepts Using the Creative Brief created last week, you'll now come up with a creative concept for an advertising campaign. Your concept should include the following:</p> <ul style="list-style-type: none"> - Strategy overview - Big idea headline - Description of the big idea - Manifesto - Mood board <p>This assignment is a 4-6 slide deck.</p>	<p>Due Week 6 on Blackboard at beginning of class.</p> <p>Come prepared to discuss with the class.</p>
<p>Week 6 Date: 9/24</p>	<p>SOCIAL MEDIA It's crazy to think that a creative industry like advertising moved along using the same rules for almost 50 years. New technology and the insatiable demand</p>	<p>Assignment #5: Revised Creative With knowledge of advertising on social media platforms and peer feedback, you will revise your creative work. Make revisions to your original concept and include one idea</p>	<p>Due Week 7 on Blackboard at beginning of class.</p> <p>Come prepared to deliver a short presentation to the class.</p>

	<p>for content has pushed advertising forward and created more opportunities than ever before. The revenue model, production timelines, budgets and the expertise needed have all changed. And with it, a critical new arena to connect to vast audience: social media. Develop an approach to driving brand persuasion on social channels.</p> <p>Group work: Big idea peer feedback</p>	<p>for how to bring your campaign to life on social media.</p>	
<p>Week 7 Date: 10/1</p>	<p>MIDTERM PRESENTATIONS Each to give a 10-minute presentation of their creative concept</p>	<p>Reading Assignment: Chapters 6-8: Art of the Pitch</p>	<p>Be prepared to discuss your thinking and takeaways in class in Week 8</p>
<p>Week 8 Date: 10/8</p>	<p>MEDIA PLANNING & BUYING With the proliferation of media environments, the job of strategically planning, analyzing, buying, and obtaining data on effectiveness comes to the media agency. What is the process for planning media, and how is it possible to create a media plan with a virtually limitless number of choices? What role does each medium play in a plan and how does the combination of media accomplish the overall goals?</p>	<p>Reading Assignment: Chapters 9-11: Art of the Pitch</p>	<p>Be prepared to discuss your thinking and takeaways in class in Week 9</p>

<p>Week 9 Date: 10/15</p>	<p>THE PITCH – FINAL GROUP PROJECT Before a single ad is made, there is generally an agency “pitch.” This happens when a company invites several agencies to participate in a competition of ideas. The prize: the opportunity for the agency to produce advertising for the brand. This class will introduce the assignment for our Final project, a simulated agency Pitch, and we will separate into our groups to begin work on the project.</p> <p>Group work: Planning for team project</p>	<p>Team project work: Come to class having done work within team on the industry, competition and target so you are ready to begin to discuss learnings and insights. This might be a good time to do some target research.</p>	<p>Come prepared with questions for the client who will be there to answer any you may have about the assignment in Week 10</p>
<p>Week 10 Date: 10/22</p>	<p>THE BUSINESS OF ADVERTISING What’s the difference between retainer and project work? What’s a SOW? Why does one brand seem to have so many agencies? This class will outline what it’s actually like to work in an advertising agency today, and teach some of the things that you typically only learn once you start the job.</p> <p>Guest Speaker: Client / Marketing Executive – they will answer any questions</p>	<p>Team project work: Hone your findings and work on your strategic positioning. Make sure you have identified insights from your target, the industry and the competition that support the direction you are heading.</p>	<p>Have this done by week 11 so you can move on to creative development and media exploration</p>

	you have about your final assignment		
Week 11 Date: 10/29	<p>IN-CLASS GROUP PROJECT FACILITATION</p> <p>We will meet during class time to discuss progress and exchange ideas on the Final Group Project. We will also split into groups to use class time to facilitate further work on the project.</p> <p>Class Discussion: Talk about research challenges, findings, and insights</p>	<p>Team project work:</p> <p>Begin creative concepting and ideation. Plan to have a few brainstorming sessions as a team.</p>	
Week 12 Date: 11/5	<p>IN-CLASS GROUP PROJECT FACILITATION</p> <p>We will meet during class time to discuss progress and exchange ideas on the Final Group Project. We will also split into groups to use class time to facilitate further work on the project.</p> <p>Class Discussion - Strategies for generating earned and owned media: public relations, social media publicity, merchandising, influencers for your brand</p>	<p>Team project work:</p> <p>Decide which ideas stay in the deck and which will get cut. Make you've thought about the appropriate media mix.</p>	
Week 13 Date: 11/12	<p>IN-CLASS GROUP PROJECT FACILITATION</p> <p>We will meet during our final class session to continue the discussion and progress in groups</p>	<p>Team project work:</p> <p>Finalize presentation materials and rehearse your pitch.</p>	<p>USC Course Evaluations will be due before the end of this session – time will be set aside for this during class</p>

	for the Final Group Project. We will also use the time to split into groups to facilitate further work on the project.		
FINAL EXAM PERIOD Date: 11/19, 7-9 p.m.	FINAL PRESENTATIONS Presentation of Final Group Projects. Each group will be given a 30-minute timeslot (+ 5 minutes for Q &A). Please be on time.		

XI. Policies and Procedures

Communication

Please contact your instructor outside of class and if you cannot come to office hours but need to arrange a meeting time. Email is our preferred form of communication. Your professor will reply 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. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

USC School of Journalism Policy on Academic Integrity

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

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from

the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

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

b. Support Systems

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

studenthealth.usc.edu/counseling

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

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

suicidepreventionlifeline.org

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

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

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

dsp.usc.edu

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

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

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

dps.usc.edu, emergency.usc.edu

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

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

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

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

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

XII. About Your Instructor

Ashley is a Strategy Director at Ayzenberg, an integrated advertising agency located in Pasadena, where she leads a team of analysts and strategists. Throughout her advertising career, she has worked with a variety of brands, and companies ranging from start-up to Fortune 500. She is an alum of Annenberg's Strategic Public Relations M.A. program and thrilled to be coming back to share her passion for creativity, curiosity, and problem solving.