INTRODUCTION TO DIGITAL SOCIAL MEDIA
DSM 510 / FALL 2020
TUE 6:30-9:20 (Section 21852D / Session 951)
THU 6:30-9:20 (Section 21853D / Session 951)

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COURSE DESCRIPTION

Social Media has become one of the most important and influential forms of media in modern society. Everyone from world leaders, celebrities, athletes, business, brands and people in general use social media in a myriad of different ways. This course aims to introduce the general concept of what social media is, its impact on society (domestically and internationally), messaging constructs, and the legal frameworks which support this exchange of healthy and unhealthy discourse in US and foreign laws.

LEARNING OUTCOMES
  ❖ Assess and categorize the different types of social media platforms/technologies
  ❖ Evaluate the legal/policy issues affecting different social media services including privacy, disclosure, content, and children.
  ❖ Create content emphasizing certain messages and moments for a directed purpose on different social media platforms
  ❖ Consider the diversity, inclusion and disability issues within the social media technologies and ecologies.
  ❖ Examine the issues concerning the nexus of messaging, information/disinformation and activism and criticism using social media.

READING MATERIALS & SUPPLEMENTARY MATERIALS (SUBJECT TO CHANGE)
  ❖ Jackson, Jon Mitchell, "Ultimate Guide to Social Media for Business Owners, Professionals and Entrepreneurs" (2018)
  ❖ Heath, Chip & Dan, "The Power of Moments: Why Certain Experiences Have Extraordinary Impact" (2017)
  ❖
  ❖ Supplemental materials for each lecture will be posted on Blackboard and downloadable. Please check the class page on Blackboard.

APPS/WEBSITES WE WILL USE IN CLASS

Hootsuite, Slack, Trello, Blackboard, Instagram, Zoom (with many others discussed along the way)

DESCRIPTION OF ASSIGNMENTS, SUBMISSION POLICIES & GRADING

Each assignment will have a separate summary sheet, presented on the day of assignment, outlining the specific requirements of the particular assignment. A brief summary of the course assignments is below:

❖ Hootsuite Platform Certification

Each student will sign up for an account at the Hootsuite Academy and complete the Hootsuite Platform Certification so that they are at least certified in one social media analytic platform by the end of this course. The website is http://education.hootsuite.com and the fee for this is $100. Once the student completes this certification, the student will notify me via Slack or email and get credit for this section. If the student was recently certified on Hootsuite (in Platform only) in the last 5 years, then the student can provide such valid certification to gain credit for the points. (Total Value: 100 points).

❖ Slack Collaboration

This class will be using a social media collaboration tool called Slack to further explore and enhance our collaborative engagement. Students will be expected to create at least one topic during the semester for class discussion and all students are required to contribute meaningfully each week on various topics raised on the reading, current events and social media issues. This collaboration will take place in between class times. Some Slack-specific topics may be assigned for discussion and collaboration. (Total Value: 100 points).

❖ Reaction Postings

After each class, a question will be posted on Blackboard about some aspect of the week's lectures, discussion or activity. Each student will write a one-page-equivalent response (approximately 250-500 words) reacting to the question or topic posed, which should include aspects of what was provided in that day's class, class discussions or other related topics. No specific format style or references are required, but links to additional materials, videos, supporting info, etc., are encouraged. Postings from all students in the class are required, **and comments are required to each posting by every class member** – remember, this is a conversation, so every student should read and respond (plus your participation points for that day are based, in part, on this dialogue. Your response will be written in the corresponding section in Blackboard as a response to the posted question/comment/issue. Class members are expected to respond and engage in a digital dialogue. **Reaction postings are due within 48 hours from the topic posting time, as reflected in Blackboard.** Topics or questions are typically posted between 1-3 hours after the end of class (but may vary due to topic, availability and circumstances – you will always get at least 48 hours to respond). (Total Value: 150 points: 10 assignments @ 15 points each [10 points for work and 5 for participation/discussion])

V3 (DSM 510 – ISM])

University of Southern California: Annenberg School for Communication
Aaron D. Settipane

Grading Rubric	
91%+	A post which responds to a topic or question and provides a robust, thought-provoking response and may include external references, analysis or other relevant, in-depth subject matter. A top response causes further conversation in the thread or further conversation in the class as a topic of discussion.
80%-90%	A post which is a linear, direct response to the question, but does not provide any in-depth analysis or any analytical insight into the topic or questions presented. This response does not expand the conversation.
<79%	Failure to post a response, a response which does not address the topic or question at all, or a cursory response of only a sentence or two.

❖ Power of Moments Board Room Group Project

Each student will be assigned (randomly by the professor) into three different departments of a fake small social media firm (Creative/Development, Legal/Compliance, and Brand Management). We will have a mock business meeting which where we will examine upcoming campaigns for certain brands, motion pictures (streaming, TV and theatrical), streaming platforms, and use of certain influencers and discuss messaging, positioning, and tactical strategies and how they relate to the "power of moments." Each department's role is to advise me (CEO) on how best to use each piece, compliance issues and messaging strategy and tactics). A healthy debate is encouraged as my role will be, at minimum, to find the flaw or expense in every idea and arbitrarily reject them. This project will be detailed more completely in the assignment summary and a meeting agenda will be circulated 1 week before the class day, with collaboration by team members to be done via Slack. This will be a live, in-class (online/on-campus) experience graded live. (Total Value: 100 points [collective for each team])

Grading Rubric	
91%+	Each individual contributed equally to the group assignment and responded equally during the group discussion, encouraging a team collaboration. Comments were pointed, direct, succinct and raised valid, real-world issues on the topics being discussed. Participants engaged and encouraged a healthy, professional and intelligent debate.
80%-90%	Each individual contributed equally to the group but some individuals may have not contributed equally or enough, while some individuals may have taken control of the leadership, while failing to include a team collective collaboration. Comments were specific and relevant, but did not contribute strongly to the overall discussion or were too kurt to provide healthy discourse. Comments may have been off-color or otherwise semi-unprofessional.

<79%	Failure to participate or failure to follow the assignment parameters. Contributions were lackluster, irrelevant or divisive. Team collaboration was absent or commentary was offensive, jocular without purpose or otherwise unhelpful to the overall value of the discussion.

❖ <u>Content Creation (Collective Project) @IDSM510 (Instagram)</u>

On Blackboard, you will see an Instagram account @IDSM510. This is the official account for this course. Each student is obligated to contribute a <u>minimum</u> of 10 individual postings on Instagram (for the entire class term) which will express the experience of this class for them, their experiences during the course, certain class theme projects (following a global creative heuristic) for them as captured on their own socials (or are pursuant to a specific creative heuristic [idea] from the class lectures) and tagging this account. Each posting is still subject to TOS guidelines of Instagram, Facebook, and USC school policies for social media postings, so we want to keep it clean/respectful. Each posting must include the posters' relevant account for IG, and the hashtag #idsm510. Posting more than 10 postings is allowed but no student should post more than 10/week (for equity balance of voices and contributions). Bonus points can be awarded for additional quality postings, subject to the terms on the assignment summary. The professor may also repost certain postings from student accounts. Further clarification on this is available on the assignment summary. (Total Value: <u>100</u> pts)

Grading	
91%+	Posts which create a strong visual expression, allowing the reader/viewer to think about what is being presented/discussed in the submission and to cause conversation or discussion in comments, and/or creates a unique or compelling narrative.
80%-90%	Posts which elicit a basic response or visuals which are not compelling. Participant does not engage the platform with a unique or compelling narrative and is pedestrian in their posting and creating moments.
<79%	Failure to post or failure to post the minimums; posts that do not address the topic or question at all, or posts which appear to deviate from the subject of the DSM 510 experience (i.e., posts which are embedded advertisements, unsolicited political statements, etc.)

❖ <u>Content Creation (Individual Projects)</u>

Each student will have to create approximately 4 digital expressions (i.e., a video, digital comic, presentation, meme story, etc.) on an assigned topic (based on lecture, readings or current events) following a creative heuristic (i.e., an overall theme or suggestion to weave into the story). Completed projects must be publicly accessible, posted on any social media platform

relevant and most impactful to the topic (i.e., YouTube, Vimeo, Adobe Behance, Adobe Spark, Tumblr, IG, Tik Tok, or other platform where the videos can be freely shared and viewed) **but excluding the class social media account.** Each student will also use their personal Adobe Behance to establish a repository to showcase their works (as a kind of visual resume). Each student will be graded on incorporation of the heuristic with the subject matter, use of new production elements each week, and strength of project. Projects will be discussed in class and/or on Blackboard discussions. Quality is not being graded: creative expression, sourcing, and evaluation of projection elements will be examined. This will be more formally detailed in an assignment summary. (Total Points: 100 [25 pts each project])

Grading	
91%+	A post which creates a strong visual expression, allowing the reader/viewer to think about what is being presented/discussed in the submission and to cause conversation or discussion on blackboard.
80%-90%	A post which is a basic response, but is short (i.e., under 2 minutes or is considered reasonably cursory in nature). Participant does not discuss any subject on blackboard or does so with very kurt responses.
<79%	Failure to post a response, a response which does not address the topic or question at all, or a cursory response of only a sentence or two and fails to participate in blackboard.

❖ Final Presentation Projects

The class will receive a final creative heuristic and they will create a comprehensive visual of a minimum of 3 minutes in length but not to exceed 5 minutes. This will be comprised of *elements* of the four previous projects and expand on them (but not directly copying or incorporating the exact same visuals), while incorporating the creative heuristic, in creating a transmedial narrative and cohesive story. Each student will tell a story through the use of these disparate different media platforms, culminating in the final piece and the arc of the narrative to start and finish on the same media platform you did for the first project assignment above. Each student may present their project to the class with a 3-5 slide (or equivalent) summary of the impact, importance, and narrative of the project (using the EPIC matrix described in "Power of Moments"). This assignment will be outlined in more detail in the assignment summary. (Total Points: 200 points)

Grading Rubric	
95%+	Full participation in the activity, including creating a clean narrative from one platform to another to another then back to the original platform, emphasizing the power of moments and the

80%-95%	Participation in the activity, but does not collaborate and engage fully with the other team members or in their role. Arguments supporting responses are not fully-formed or logical.
<79%	Failure to adequately participate, absent or disruptive in the activity.

❖ Bonus Opportunities

Throughout the term, there will be some opportunities to earn additional points on various assignments. Additionally, if students feel they need to earn extra points or replace a low grade, a bonus assignment can be completed: write a 5-7 page paper analyzing a case study which will be provided. The paper must provide insight, analysis and propose a solution to the problems/issues raised in the chosen case study. The paper can be completed any time between the first class and the last class (before finals). The paper should be in APA 7th edition format with no less than 8 verified academic or professional sources. *Note: This does not replace the Final Projects, Participation & Attendance, Reaction Postings, Content Creation (Collective) or Hootsuite Certification points.* (Total Value: 100 points).

OVERALL GRADING BREAKDOWN & POLICIES

❖ Grade / Maximum Points Possible

Hootsuite Platform Cert	100 pts.
Reaction Postings	150 pts.
Slack Collaboration/Use	100 pts.
Board Room Mock Meeting	100 pts.
Content (Collective)	100 pts.
Content (Individual)	100 pts.
Final Projects Presentation	200 pts.
Participation & Attendance	150 pts
Total Points Available	**1000 pts**
Bonus Assignments	
Bonus Points Awarded within Each Activity	Varied
Bonus/Replacement Paper	Up to 100 pts.

This course is designed to provide you an academic and practical foundation of the intricacies involved with the creation of content for social media, the power of storytelling and the intricate policies of social media as a business. Firm understanding of the class lectures, class projects,

lecture notes, texts and presentations is crucial to ensure your future success as a working professional. You will demonstrate your understanding of these lessons and this class through your participation and completion of all assignments.

❖ *Overall Grading Rubric Standards for the Course*

The grading rubric for this course is on a standard 90/80/70/60 scale:

100-94%	A	Exceptional performance in all areas
93-90%	A-	Excellent performance in all areas
89-87%	B+	Very good performance in all areas.
86-84%	B	Good performance in all areas, with some areas of weakness found.
83-80%	B-	Good performance in all areas, with some significant areas of weakness or low performance.
79-77%	C+	Average performance in all areas, with strong weakness in academic performance in the class.
76-74%	C	Average to weak performance in all areas, with performance in some areas insufficient for course success
73-70%	C-	Below average performance in all areas, with significant performance insufficiencies.
Performance below a C- is not considered passing for this course, regardless of the actual letter grade. For this graduate program, all students must achieve a minimum of a 3.0 GPA (a "B" grade) earn the degree.		

❖ *Grading Timeline & Appeals*

Grades will be made available at the most one (1) week after the assignment due date. If exigencies exist, students will be notified of any delay, but grades for any assignment will not be released later than three (3) weeks from the assignment due date. Grades for Board Room assignments or other live event presentations will be posted within 72 hours of presentation.

Any student may appeal any received grade at any time up until 24 hours prior to when final grades are submitted. To appeal, a student must initially engage their appeal with the professor verbally or in writing and provide corresponding, written, applicable evidence which can support the justification for a changed, higher grade. Invalid justifications include "working very hard" on a project or assignment or "took a lot of time." Appeals with valid supporting evidence can

result in a revised grade. Appeals without supporting evidence or unsuccessful appeals will only result in no changes in the awarded grade.

❖ *Participation*

Class participation is essential and is a portion of your grade. Everyone is expected to contribute questions or comments to the class – even if it is to clarify a statement or concept because you simply did not understand it. This class is not just instructional, but collaborative. Participation is a lesson itself: if you are not an active participant in the industry you work in and in the department and company in which you will work, your success and career growth will be stunted. *If I do not know your name by the end of the semester, you did not participate sufficiently*. Please make every effort to be present and participate in class.

Note for Online Participation: Online class and meetings are a difficult and sometimes uncomfortable situation to be in. The reality is that more business is conducted online through social platforms (like Slack) and through webcam/telepresence (including Zoom, Microsoft Teams, Skype and WebEx) than ever before. Because of this, turning on your camera is strongly encouraged. If you have technical issues, please contact me so that we can work to solve any issues (connectivity, slow internet, no camera, etc.) Additionally, there is no obligation to look professional for this class – no dress code or other camera requirements other than being present and on-camera and ready to engage in discussion each week. Your personal individualism is encouraged. All mics will be muted unless you wish to comment or engage in discussion (then please re-mute your class).

CLASS POLICIES AND PROCEDURES

❖ *Attendance, Absence and Lateness*

Class will begin promptly at the listed start time herein; therefore, being late will result in you missing a vital portion of the day's lesson. Nevertheless, being absent or late to class will invariably occur. The first unexcused absence is always forgiven.   Attendance will be taken after the first 5 minutes. Please use the name you want to be used for class for online use (in the Zoom interface). If you have a different name registered with the university, please have that in parenthesis so I can learn your name. More than one unexcused absence will result in a loss of that day's participation points (or fraction thereof). More than three unexcused absences during the term may result in you being dropped from the class or suffer from a severe point loss. If you need to be absent for a period of time, please consult with me **ASAP** (via any of the provided methods of communication) so that we can make arrangements to continue your participation in the class so that you may finish the class.

If you arrive late (e.g., up to thirty minutes late) without notifying me, you will lose all participation points for that day. If you arrive very late (e.g., over one hour from the start of class) this is considered as absent (especially since this is over half the class), unless prior arrangements have been made with me. Please try to arrive on-time or no later than fifteen (15) minutes after class has begun. If there is some reason why you may have to arrive late on a consistent basis, please consult with me to make applicable arrangements. If you are having technical difficulties, please let me know (including weak/no internet signal, etc.)

Note: University guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

❖ *Assignment Due Dates*

All assignments are due when specified on the assignment summary or as outlined herein**.** Assignment due dates may change. If they do, the assignment summary will always have the revised due date ahead of the syllabus. Please refer to that first. If you have any questions or are unsure of an assignment due date, please let me know ASAP. Assignments should be either posted to Blackboard, posted to the applicable platform or emailed to me directly (the preferred method will be outlined in the assignment summary and discussed in class). The timestamp from the posting server shall act as your posting time. This time controls in all cases.

❖ *Late Assignments/Corrupted Files/Emergencies*

No late assignments will be accepted.
If you have a legitimate and verifiable emergency that makes it impossible to turn in your assignment on time you must: (1) email me before the beginning of class of the day the assignment is due to notify me of your emergency, (2) provide official proof (doctor's note or other evidence to certify the emergency) if required and upon my sole election to request, and (3) arrange to complete the assignment at a time to be determined.

As a future professional, you are expected to have verified that the file to which you are submitting to me is in readable, executable condition, and not corrupted. If a corrupted file is received by me it is treated as if the file never arrived. You will be notified that the file is corrupted only if there is time for you to re-submit the file (e.g., more than 1 hour prior to the deadline time), and only if I detect the file is corrupted in time, both at my sole election. It is your responsibility to determine if your deliverables are ready and readable.

❖ *Recording Policy*

No recording of any lecture, guest speaker, or presentation, via any media, now known or hereafter devised, (including, but not limited to via iOS/Android devices, Camtasia, etc., through any application, device, platform, or any other recording device/method, etc.) is permitted during this class. Lecture and other class materials will be provided online via blackboard, but this will not replace the discussion value in the class and you cannot pass the class without attending. Attendance is strongly encouraged. I reserve all rights in connection with any use of my personal or professional name & likeness rights (and pursuant to CA CVC 3344) and any such use of my name, voice and/or likeness in any and all media now known or hereafter devised, in any territory throughout the universe, is prohibited without my prior express written consent.

❖ *Synchronous session recording notice*
Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (https://policy.usc.edu/scampus-part-c/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction. All live sessions are an expressed copyright of Aaron D. Settipane and any unauthorized copying, redistribution, retransmission or duplication of any kind in any media now known or hereafter devised is prohibited.

❖ *Going back to Campus*
Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

OFFICE HOURS & QUESTIONS

Office hours are 5:30-6:30PM before class or by appointment through any media. Arrangements can be made in the event you have questions or need to discuss a concept further prior to class or at a mutually convenient time. Meetings can also be arranged via Google Duo, Facetime, Skype, IG, Zoom, etc., or for a different day/different time, etc., for whenever you need it to be. I'm available for you to support your academic success. Please feel free to email me any time with any questions or issues for which you require answers, clarification or any other issues you wish to discuss. I always make myself available to support your academic success.

Note on Physical Meetings: Due to the COVID-19 pandemic, unless the campus is open and available to you, I am not available to have any arranged meetings on campus or at any other location. This policy will not change until the COVID-19 situation has passed.

LAPTOP POLICY

All undergraduate and graduate Annenberg majors and minors will be 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. Notwithstanding the foregoing, laptops (or other tablet devices) are not to be used in class for note taking or recording of lectures without prior approval. Please refer to the Recording Policy above (waived for online classes).

ADD/DROP DATES FOR SESSION 951 (AUGUST 24, 2020 – DECEMBER 16, 2020)

Monday September 14, 2020: Last day to register and add classes for Session 951
Monday September 14, 2020: Last day to drop a class without a mark of "W" and receive a refund for Session 951
Thursday October 8, 2020: Last day to withdraw without a mark of "W" on transcript or change pass/no pass to letter grade.
Thursday November 12, 2020: Last day to drop a class with a mark of "W" for Session 951

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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 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.

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.

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The Office of Disability Services and Programs - (213) 740-0776
[dsp.usc.edu](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
uscsa.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](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](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.

Mindful USC
Mindful USC is a service from the Provost's Office with a mission to empower the USC community to make positive change in the world by building a culture of mindfulness and compassion. It offers ongoing training, practice groups and special events throughout USC. Mindfulness practices help us to be aware of ourselves in ways that lead to stress reduction and workplace happiness. They increase attentiveness in the classroom, deepen the quality of teaching and learning, and encourage creativity and innovation. They improve our ability to collaborate effectively and they enhance physical and mental wellness, and they help us to discover the universe at the university. I encourage all students to practice a wellness program, including Mindful USC (or any meditation practice), yoga and other beneficial methods to manage the stress of the year. Please ask me if you have questions about this.

COURSE OUTLINE – (SUBJECT TO CHANGE: ALL SPEAKERS ARE TENTATIVE)

Course Week	What We Will Learn In Class	Reading Assignment for this Week
<td colspan="3"> **All assignments are subject to change due to scheduling circumstances, university calendar changes and/or pandemic-related issues.** **REMEMBER: REACTION POSTINGS ARE DUE WITHIN <u>48 HOURS</u> FROM THE TIME ASSIGNED IN BLACKBOARD UNLESS OTHERWISE INDICATED.** </td>		
Week 1 Week of 8/28	Introduction to the Course & Syllabus Review **Social Media Account Exchange** **Slack Introduction** **Reaction Posting 1** **Assign Creative Content Collective & Hootsuite Certification**	Ultimate Guide: Ch. 1, 4, 7, 21, 42 Handouts/Articles on Blackboard
Week 2 Week of 9/4	Digital discourse through social media: branding, identification & messaging **Reaction Posting 2** **Assign Creative Content 1**	Ultimate Guide: Ch. 40-42, 45, 51 Power of Moments: Ch. 1-6
Week 3 Week of 9/11	_Guest Speaker:_ _Marlene Vigil_ _Independent Talent Manager_ **Reaction Posting 3**	Ultimate Guide: Ch. 38, 39, 41 Power of Moments: 7-12
Week 4 Week of 9/18	The Power of Moments **Reaction Posting 4** **DUE: Creative Content 1**	Handouts/Articles on Blackboard
Week 5 Week of 9/25	_Guest Speaker_ _Cosette Rinab, Influencer_ _@cosette_	

	Reaction Posting 5 **Assign Creative Content 2**	
Week 6 Week of 10/2	Section 230: Meaning, impact and influence	Handouts/Articles per Blackboard
Week 7 Week of 10/9	Information & Mis/Disinformation **Reaction Posting 6** **DUE: Creative Content 2** **Assign Creative Content 3**	Handouts/Articles per Blackboard
Week 8 Week of 10/16 Thu Oct. 15 **No Class**	Diversity, Inclusion & Disability **Reaction Posting 7** **DUE: Creative Content 2** **Assign Creative Content 3**	***Fall recess for Thurs. Oct 15. Therefore this lecture will be repeated the following week for the Thursday class.* Ultimate Guide: Ch. 48-49
Week 9 Week of 10/23	*Guest Speaker* *Josh Loebner* *Director of Strategy* *Designsensory*	*Both sections will meet online on Tuesday 10/20 for this guest speaker.*
Week 10 Week of 10/30	Transmedia Storytelling **Reaction Posting 8** **DUE: Creative Content 3** **Assign Creative Content 4**	Handouts/Articles per Blackboard
Week 11 Week of 11/6	Policy & Ethics: Privacy and FTC Compliance, and COPPA	Handouts/Articles per Blackboard

Week 12 Week of 11/13	*Guest Speaker* *Jeanette Nguyen* *Creative Director, Right Brain* *Studio / Talent Manager* **Reaction Posting 9** **DUE: Creative Content 4**	
Week 13 Week of 11/20	**Power of Moments Board Room** **Reaction Posting 10**	
Week 14 Week of 11/27	**No Class This Week** **DUE: Hootsuite Certification and Creative Content Collective**	
Week 15 Week of 12/4	***FINAL PRESENTATIONS (Group 1) [Tue & Thu]***	If all presentations can be completed on one day, then this will move to the final determined final exam date.
Week 15 Week of 12/11	***FINAL PRESENTATIONS (Group 2) [Thu Session only]***	
Week 16 Week of 12/18	***FINAL PRESENTATIONS (Group 2) [Tue Session only]***	

PROFESSOR BIOGRAPHY

Aaron Settipane, a California native, is a 25-year veteran of the entertainment business, with hands-on experience in TV, Film, location-based entertainment and the worlds of entertainment journalism, marketing and publicity. He has handled over 160 motion pictures, analyzed over 300 radio, film and television productions, spanning across 100 years. He's worked at five major studios, one international broadcasting library, one television network, two wire services, run two independent businesses, consulted and advised countless executives, celebrities and lawyers. As an independent photographer, Settipane created promotional content for social media accounts for actors and musicians, even managed an all-female punk rock band from their arrival in Hollywood to signing their first national distribution and touring agreement. He has recently been Executive Producer on "Invisible City" a pop-punk rock album from Los Angeles indie-punk band *Bang Sugar Bang*.

Settipane holds a BA in Criminal Justice from CSU Fullerton, a Master of Communication Management from USC Annenberg, a certificate in Business of Entertainment, Media & Sports from Harvard Business School and an Executive Certificate in Management and Leadership from MIT Sloan School of Management. He is currently a 4th year Doctoral Student at Clemson University in Rhetorics, Communication and Information Design and a candidate for the Advanced Certificate for Executives in Management, Innovation & Technology at the MIT Sloan School of Management. Settipane currently manages the Legal Delivery department at Sony Pictures Worldwide Acquisitions and owns a small media library company and consultancy, Settico Enterprises.

Settipane has taught classes in media rights, content producing, copyright, production clearance, music rights, intellectual property rights, streaming media and innovation & technology at USC Annenberg since 2013 and guest lectured and spoke at numerous other colleges, institutions and events.