

Spring 2021 – Wednesdays – 12-3:20 p.m.

Section: 21260D

Location: Online

Instructor: Kate Flynn Jacobs

Office Location: Via Zoom

Office Hours: Wednesdays, 11:30 a.m. or by appointment

I. Course Description

PR 450 serves as the capstone course for the Bachelor of Arts in Public Relations. It synthesizes all the material covered in prior courses; brings that material to bear on case analyses and campaign development; puts that material in a strategic context and strengthens the students' abilities to apply those skills to elements of the campaign development process. It also includes a sophisticated critical thinking element, the purpose of which is to strengthen students' critical thinking skills and bring them to bear on the career – and life – preparation experience. Lastly, it features detailed counseling on job searching, résumé preparation and interviewing skills. In short, we are preparing you to enter the world of a professional career.

II. Overall Learning Objectives and Assessment

This professionally oriented, interactive seminar will use real-life PR issues and critical thinking tools to:

1. Assure that students are well prepared to obtain -- and succeed in -- professionally satisfying post-graduation positions;
2. Equip students with the skills and attributes needed for rapid career progression by optimizing their:
 - a. Critical thinking skills;
 - b. Strategic (which precedes tactical) point of view;
 - c. Ability to work effectively in teams;
 - d. Ability to develop strategic public relations plans;
 - e. Explain the role of PR in various types of organizations and industries;
 - f. Explain how campaigns evolve;
 - g. Oral presentation skills; and
 - h. Problem-solving ability
3. Hone students' abilities to apply critical thinking skills to assess an organization's strengths and weaknesses, thereby enhancing their abilities to assess career options;
4. Close any remaining gaps in the students' knowledge of PR theory and practice;
5. Fully integrate all of the PR-related learning they have acquired during their studies here.

III. Description and Assessment of Assignments

In this course, you will be working in teams with your classmates to respond to a prompt posed by a real organization. The client will be visiting the classroom to provide insight and guidance. It's possible that you will be given confidential information and asked to sign a non-disclosure agreement in which you agree not to discuss details of the assignment outside of the classroom. We expect you to behave in a mature and thoughtful manner throughout the process and to enjoy this unique opportunity to tackle real-world problems and issues.

Participation in Class Discussions

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.

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

Zoom Participation

Students are encouraged to turn on and leave on their camera during each class. 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 to participate via video, in which case you may participate by audio only. If you are unable to find an environment without a lot of visual distractions, it's OK to turn off your video, but would encourage you to create a virtual Zoom background. Please 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. Please communicate with me regarding technical issues that impact your participation during class.

Cases of the Week

During the semester, students will submit a PR Case of the Week. 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 two Cases 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. Connect to some element(s) of the Strategic Planning Model.
- ☐ Briefly discuss the rationale for your recommendation and why the matter is important from a communications standpoint. Then highlight some of the key PR implications about the situation.

Assignments

Throughout the course of the semester, there will be written assignments to be detailed by instructor.

Midterm

Students will conduct a brand analysis on a company/issue of the students' choosing.

Final Project: PR Plan Development

Working with your classmates, you will devise and present a PR plan/campaign for our client, PepsiCo. Throughout the semester, you will be learning – and applying – the components of our Strategic Planning Model then applying them to the client's needs. The class will be broken into four teams and every member of the class will play a role in their team in researching, crafting, packaging and presenting their team's campaign to the client. Each team will present their campaigns on the same night at the end of the semester.

IV. Grading

a. Breakdown of Grade

Class participation	10%
Strategic Assignments	20%
Homework	15%
Midterm	20%
Final Project	35%
TOTAL	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

Public Relations

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

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

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

"D" projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach. Showed almost no teamwork in the campaign development.

"F" projects are not rewritable, late or not turned in. Did not participate in the campaign development.

V. Assignment Submission Policy

Assignment details and due dates will be announced in class and posted on BlackBoard at the end of each class. It will be incumbent on each student to check BlackBoard for when assignments are due and how assignments are to be turned in. Sometimes they will be due at the start of class and sometimes they are to be uploaded before class via BlackBoard. Late assignments are not accepted, and assignments turned in not following directions are deducted in points.

VI. Required Readings and Supplementary Materials

There is no required textbook for this course *but* there will be required readings noted on the syllabus and on Blackboard. In addition, students will read cases from the Harvard Business Publishing collection.

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 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

Friday, February 5: Last day to register and add classes for Session 001

Friday, February 5: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 9: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, March 5: Last day to drop a course without a mark of "W" on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, March 5: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 9: 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.*

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 January 20	Getting Started: Syllabus overview; getting acquainted. Overview of Final Project: Discussion of our client Overview: Strategic Planning Model (SPM)	1. Research client 2. Review Final Project Client Brief 3. NDA	1. Write client analysis. Demonstrate that you know who they are, their mission and objectives; audience, etc. 2. List 5 questions you would ask the client when they come to class. Upload both by start of class.
Week 2 January 27	Client Project: Meet the Client: our client team will be in attendance to review the details of the final project.		Write a 2-3-page paper on the top five insights you learned from the session with the client. Upload by 5 p.m. Sunday
Week 3 February 3	Client Project:	Review the Edelman Trust Barometer, posted on BB.	<ul style="list-style-type: none">• Upload your resume• Upload word document of your cover letter

	Recap on client meeting. In-class work on industry overview; SPM cont.		Upload both by 5 p.m. Sunday
Week 4 February 10	Client Project: In-class work on Problem/Opportunity Statement Career Prep: Initiating job search; resume/cover letter; interviewing skills		Write a 2- to 3-page analysis the client's goals, strategies and objectives. Upload by 5 p.m. Sunday.
Week 5 February 17	Client Project: In-class work on research questions and methodologies Career Prep: Review PR Salary Survey; negotiating salary and benefits		
Week 6 February 24	Client Project: SWOTS analysis	Read: Harvard Business Case Study	Write a 2- to 3-page analysis applying the SPM or a SWOT analysis to a situation at your job (present or past) or as an analysis of a news story. Upload by 5 p.m. Sunday.
Week 7 March 3	Client project: Setting goals and objectives Career Prep: Guest speaker on how to navigate your career		
Week 8 March 10	Client Project: Audiences and key messages Case Analysis		Midterm: develop a communications plan for an assigned prompt following the outline of the SPM.
Week 9 March 17	Career Prep: Guest speaker Case Analysis		
Week 10 March 24	Client Project: Strategies and Tactics Case Analysis	Read: Harvard Business Case Study	Write a 2-to-3-page analysis applying the SPM or a SWOT analysis to a situation at your job (present or past) or as an analysis of a news story.
Week 11 March 31	Client Project: Measurement and Evaluation Case Analysis Career Prep: Guest speaker	Read: Harvard Business Case Study	
Week 12 April 7	No class Wellness Day		
Week 13	Client Project:		Write a 3 – 4 page paper

April 14	Campaign integration Case Analysis		Students will select a recent public crisis to analyze
Week 14 April 21	Final project dress rehearsal		
Week 15 April 28	Final project presentations		Peer evaluations due
FINAL EXAM PERIOD Friday, May 7, 11 a.m.-1 p.m.	Final summative semester review		

X. Policies and Procedures

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.

Additional Policies

WHAT I EXPECT FROM YOU:

1. Chronic tardiness will affect your participation grade, as will absences. You don't have to ask me for permission to miss class, leave early or come late. I leave those decisions to you; however, you will lose participation points. There is no make-up for in-class work for missed classes.
2. If you are requesting an excused absence, you must inform me and provide documentation prior to the start of class. Participation points are not awarded for excused absences. You will be expected to make up any missed in-class work.
3. If you miss class, you are responsible for getting notes and assignments from a fellow student. I do not email notes or handouts.
4. Assignments are due at the time I designate. Assignments not following directions will be graded lower. If you are absent, you are responsible for turning in homework on time. No late assignments are accepted.
5. There will be no make-ups for the midterm. There will be no extensions for the final project. You must complete the midterm and final project to pass the class.
6. Class participation is expected and will help your final grade. Everyone is expected to contribute. Lack of participation will reduce your participation grade. Hearing from each of you makes for a more enriching class for all of us.
7. No texting or any use of cell phones or other forms of electronic communication during class. Doing so will have a negative impact on your grade. Computers for class work only. Turn off your messaging on your laptop during class. Messaging during class will lower your participation grade.
8. There should only be one discussion going on at a time. Paying attention to the speaker, whether it's the instructor, fellow student or guest is a sign of respect and professionalism. Disruptive behavior, such as talking out of turn and carrying on side conversations, will negatively impact your grade.

9. The syllabus is our guideline and will change during the course of the semester to accommodate current events and speaker schedules.
10. You are expected to check BlackBoard every week for updates on homework and assignments. I will post the week's homework within 24 hours of our last class. You are also responsible for checking your USC email account, which is how I will communicate with you. The homework schedule will be reflected on BlackBoard.

WHAT YOU CAN EXPECT FROM ME:

1. I am open to your questions and welcome the opportunity to discuss any issues concerning you. Please don't hesitate to talk to me, email me or call me. Never hesitate to reach out.
2. I am fair. When you get an assignment back from me, you should have a good idea why you earned the grade you did and what can be done to improve your writing. However, if things are not clear, let's talk. The more discussion, the better the understanding.
3. This syllabus is a general guideline for what we will cover during the semester. There will be in-class writing homework and other assignments. Feel free to suggest topics that are of interest to you and I will do my best to incorporate those ideas into assignments so that we can broaden our horizons into more diverse storytelling.
4. I'll guide you along to improve your writing, but feel free to help guide our discussions. Bring to class your questions, observations and opinions about how you see the role of public relations at work in the real world. Our most pertinent and interesting class time will come from what's happening in our world today.
5. I am available for questions and conversations before and after class and by appointment. Ready access is through email. I will respond to all messages within 24 hours, unless my message service indicates otherwise.

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 Campus Support and Intervention - (213) 821-4710

campussupport.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.

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.

XI. About Your Instructor

[Kate Flynn Jacobs](#) is a communications consultant specializing in strategic planning, writing communications and media training. Her more than 30 years of experience includes media relations, speechwriting, communications planning, crisis communications, annual report writing, and corporate newspaper editing. She has won awards from the Public Relations Society of American and the International Association of Business Communicators. For 20 years, she has taught at USC’s Annenberg School for Communication & Journalism, focusing on introductory and advanced Public Relations theory and writing courses for graduate and undergraduate classes. Fíric spraoi (“fun fact” in Irish): She has dual Irish/American citizenship.  IE

GRADING RUBRIC: Group Projects

Final Group Project Grading: Criteria	Points
<ul style="list-style-type: none"> Group produces sound, thought-provoking analysis grounded in research on a singular organizational area of interest. Thoroughly examines all pertinent aspects of a given organization with a singular, clear purpose. Formulates innovative, valid conclusions grounded in empirical evidence. Effectively delivers engaging, informative multimedia presentation on research findings. Provides defensible implementation plan for the organization, including themes, messages, channels, sources etc. Optimally structures and organizes content in written product and presentation. Delivers professional quality paper and presentation, without grammatical errors, typos, etc. Accurately cites all source material in accordance with APA style standards. Meets all posted deadlines for project deliverables. 	A Range A=95-100 A-=90-94
<ul style="list-style-type: none"> Group produces sound, interesting analysis grounded in research on a singular organizational area of interest. Examines all pertinent aspects of a given organization with a singular, clear purpose. Formulates innovative conclusions grounded in sound empirical evidence. Delivers engaging, informative multimedia presentation on research findings. Effectively structures and organizes content in the written product and the multimedia presentation. Delivers professional quality paper and presentation, without grammatical errors, typos, etc. Accurately cites all source material in accordance with APA style standards. Meets all posted deadlines for project deliverables. 	B Range B+=87-89 B=84-86 B-=80-83
<ul style="list-style-type: none"> Group produces mediocre analysis. Examines some pertinent aspects of a given organization without identifying a singular, clear purpose. Paper/presentation lacks in the professional quality and standards expected of today's PR professionals. 	C Range C+=77-79 C=74-76 C-=70-73
<ul style="list-style-type: none"> Research is lacking. Analysis lacking an identifying a singular, clear purpose. Paper/presentation is unprofessional with numerous errors and poor organization and writing. Lacking some required elements 	D Range D+=67-69 C=64-66 D-=60-63
<ul style="list-style-type: none"> Missing significant requirements. No rewritable or reworkable. 	Failing 59 or below

GRADING RUBRIC: Participation

Participation in Class Discussion Grading			
CRITERION	EXEMPLARY 17-20	SATISFACTORY 12-17	UNACCEPTABLE 0-11
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 some 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.

SPONSORED STUDENT CLASS PROJECT NOTICE

This course permits you, the student, to participate in a class project that has been sponsored by a private entity. The University encourages and supports your participation in this practical learning experience, but your participation in the course does not require you to participate in a sponsored class project. Prior to your participation in a sponsored class project, we would like you to carefully consider that your participation requires you to meet these conditions:

First, under USC's Intellectual Property policy, you will not retain any Project Intellectual Property rights because the unit (School of Journalism) has already agreed to assign all Project Intellectual Property rights to the sponsor.

Second, your intellectual property rights with respect to the project will be assigned to USC.

Third, you may be subject to confidentiality requirements accompanied by personal liability should you fail to comply.

Fourth, if for any reason, you are not willing to be subject to these conditions, you may opt out of the sponsored class project before the project begins. The course instructor will provide an alternative project for you that does not require you to give up intellectual property rights.

CONFIDENTIALITY AGREEMENT

In consideration of the participation by the student named below ("Participant") in a project as part of a communications class at the University of Southern California wherein details pertaining to PepsiCo, Inc. will be disclosed and discussed (the "Project"), the sufficiency of which consideration is acknowledged, Participant agrees to the following terms and conditions:

1. During the Project, Participant will receive and will have access to non-public sensitive business, insights, analysis and other information related to the Project that is considered "confidential" to PepsiCo, Inc. and its businesses, affiliates and/or partners (collectively, "Pepsi").
2. Participant acknowledges his/her confidentiality obligations to Pepsi, and hereby agrees to keep confidential any and all such confidential information related to the Project that is received by him/her and not to disclose such confidential information to any third party without the express written permission of Pepsi, except to those individuals within Pepsi's organization who are connected with or participating in the Project.
3. Pepsi makes no representations or warranties to Participant about the accuracy of the Confidential Information.
4. Participant agrees that the obligations set forth in this Agreement shall apply both during and after the Project for a period of one (1) year for so long as the information remains non-public.
5. This Agreement shall be governed by the laws of the State of New York without regard to its conflict of laws provisions.

Agreed to by: _____ (Participant)
(Please print name)

Signature: _____

Date: _____