



**PR 525: Multimedia Content Creation for  
Brand Storytelling II  
3 Units**

**Spring 2021 – Tuesdays – 6:30-9 p.m.**

**Section:** 21341D

**Location:** Online

**Instructor:** Annelise Bamberg

**Office Hours:** By appointment

**I. Course Description**

This course is required for students in the MA Public Relations + Advertising program. PR 524 was an introduction to strategic brand storytelling, the process for developing effective content and the digital content creation tools used. PR 525 is part two of a two-part sequence on multimedia content.

In this class, we will examine media that is created and published by today's practitioner. The Internet and growth of digital content have enabled brands, organizations and individuals to become publishers and directly engage their audiences with increasingly effective levels of targeting. The strategic skills to create effective, engaging content across all categories - paid advertising, earned media, owned - are vital in today's communication ecology. This class examines strategies and tactics needed to be an effective brand storyteller including, digital content created for social channels, owned media and paid advertising.

This course is designed to teach students about the array of tools available to them, with emphasis on photography and video production. Students will be exposed to a wide variety of techniques and theories such as composition principles, framing, shaping light, creating emotion with music and color for brand storytelling. This is a lab course – hands-on activities such as website production, strategic messaging, video creation, production and editing and oral presentations will be assigned. Students will be authoring and creating original multimedia content throughout the semester. The course emphasizes strategic creativity that drives brand/organizational goals.

**II. Overall Learning Objectives and Assessment**

By the end of this course, students will be able to:

- Identify and execute brand storytelling techniques for multiplatform content
- Develop multimedia content using fundamental principles of persuasive messaging, composition and production
- Construct multimedia brand storytelling content for numerous organizations, causes or products across publishing platforms in today's diverse world
- Demonstrate knowledge and technical proficiency on image/video digital content creation tools
- Explain basic data analysis of audience metrics for websites and social media publishing sites and how to use the data for content creation

- Connect audience brand behavior with multimedia content strategies

### **Prerequisite**

PR 524 must be completed before enrolling in this course.

### **III. Course Notes**

Laptops or advanced tablets such as iPads along with camera-enabled cell phones are required for this course. Additional instruction will be available outside of the weekly class at the Annenberg Digital Lounge. Students will be required to post the majority of their assignments on their individual website that will be developed during the beginning of the semester.

### **IV. Description and Assessment of Assignments**

#### ***Participation***

It is important to attend class and actively participate, as class activities and interaction with peers encourage creative dialogue, diversity of perspective, and help enhance your learning. It is expected that students will come to class having read the assignment(s) and prepared to join class discussions, contributing questions and comments about the materials. Classes begin promptly, so please arrive on time.

#### ***Case study presentations***

Students are required to read the weekly trade publications AdWeek and PRWeek. Each student will be required to present, as part of a small group, an analysis and critique of brand storytelling campaigns from those publications. For this class, the case study should focus on campaigns using digital video advertising, other video content, photography, or on platforms such as YouTube, Facebook, Instagram, Twitter, TikTok and other similar visual mediums that emphasize video or photography. The presentations will be done by two students each week starting on week three. The presentation should be at least 15 minutes long and include:

- Summary of the campaign
- Thoughts on the strategy and target audiences
- Campaign messaging/storytelling
- Discussion of all campaign elements including breaking down the production
- Overall critique and suggested changes

#### ***In-class assignments and homework assignments including individual website***

Homework assignments are due in class at the start of the session. If a student is unable to attend a class, any homework assignment that is due must be emailed to the instructor by the start of that class session that day to receive credit. If the assignment is posted to the students' individual website, the student must email the professor when it is posted. No late homework will be accepted. It's the students' responsibility to read the syllabus to stay informed of all homework assignments. Students will complete writing and multimedia content assignments throughout the semester, both in class and for homework.

Each student will be required to use their individual website on WordPress developed in PR527a. You will design and add all the written and multimedia content developed during the semester. Students may modify and add content to improve the posts, graphics or video content. The WordPress site will serve as each student's online portfolio.

### **Midterm**

Take-home midterm: Students will be given a real-world scenario for a brand/product and will develop a strategic, creative storytelling strategy and create a mini-campaign using photography and graphics. This will include developing a unique page on their website, laying out the visual elements and designing the page for their scenario. The page must be well designed, have clear and strong messaging in the images. Using the images, students will develop two tweets or two Instagram posts that complement the campaign. All content is to be posted to the student's individual website.

### **Final term project**

For your term project, you must pitch a topic to the instructor. If approved, each student will create a comprehensive campaign portfolio. Subject matter for this project may be a hypothetical campaign or content for an existing brand, product, non-profit or cause. This is an individual project. It may be for the launch of a product, advertising for a product during a seasonal time of year, political advertising for a cause or campaign, or comprehensive content for an owned channel. Students are urged to be creative and pick a topic they are passionate about.

The purpose of the project is for you to have the experience of producing bona fide advertising and public relations materials that can be powerful additions to your job portfolios! You will be given many weeks and class time to work on this project. The expectation is the content will be professional and something that could be presented as spec content to the brand.

You will be expected to:

- Research and write all copy
- Understand your target audience and develop the brand story
- Design and produce fully realized content for your chosen project including all aspects of video production
- Optimize content and web pages for search engines
- Present your project to the class

The final project will include the following requirements:

- A 7- to 10-minute presentation (at least 10 slides) that will include an overview of your strategic plan and show your website and content. This presentation will be in the last class and show your work in-progress.
- A fully executed section on your class WordPress site set up as if it is your topic's official website. It must have a landing page and at least two subpages.
- Elements to showcase design skills including:
  - At least four shorter or two longer format video elements. Shorter form may be a promotion video, 60, 30, 15 second or shorter ad units. Longer format videos are more comprehensive storytelling and must be at least 2 minutes in length.
  - A 200-400 word post explaining your goal, audiences, strategy, message/storytelling rational and how the campaign would be executed. All elements and web pages must be optimized for search.

You will be producing all materials from scratch. This means you will gather information about the chosen organization or company; write all copy; select and create graphic elements (photos, charts, logo, graphs, illustrations); determine where all of the copy and graphics will go in the final piece; and

prepare a 7-10 minute presentation in which you discuss the overall project, the challenges you faced and any recommendations you might have for your classmates.

**You must put legal disclaimer language on each page of this project. Instructor will supply language.**

**IF YOU WILL BE ABSENT**, try to let the instructor know before class by email or text message. You are still responsible for finding out what transpired during class and to confirm what the homework is. You may NOT make up in-class work, but you will receive relevant handouts/instructional materials.

#### **DIGITAL LOUNGE SUPPLEMENTAL COURSEWORK**

The Annenberg Digital Lounge, located in Wallis Annenberg Hall, is a creative makerspace where students learn to experiment and play with the latest digital tools. Each semester more than a dozen workshops are offered free of charge to help students supplement their general coursework. **For PR 525, students must select and complete TWO workshops that are directly related to multimedia design covered in this course.** The offerings vary, so the instructor will provide you with a comprehensive list at the beginning of the semester. **It is up to you to register and complete the workshops before the final class sessions.**

### **V. Grading**

#### **a. Breakdown of Grade**

Assignment	Points	% of Grade
Class participation	10	10%
In-class assignments Homework assignments Required weekly reading, team presentation and class discussion Ongoing work and completion of individual website portfolio	40	40%
Midterm	20	20%
Term project	30	30%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

#### **b. Grading Scale/Standards**

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

#### **Public Relations + Advertising**

**"A" projects** have content near professional quality; one or no mistakes; clearly proofread and edited material. All required elements of each assignment are included. Excellent organization and flow with original thinking. Showed strategic creativity and understanding of the target audience. Brand

storytelling, messaging and execution show insights and production skill. High end of scale: publishable today as is.

**“B” projects** have very good content. One or more required elements missing or poorly executed. Shows potential as a good content. High end of scale will have at least one extraordinary element for the assignment. Some creativity shown. If writing is involved, have two to five spelling, grammar mistakes. Publishable with medium editing.

**“C” projects**, if writing included, have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. Hackneyed elements such as trite headline or uninteresting messaging. Little or no brand storytelling. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

**“D” projects** have more than 10 errors (spelling, grammar). Needs to be completely redone. Lacks creativity and needs major redesign. Poorly organized/designed with little or no understanding of strategy or target audience. Needs to work with writing coach and/or Digital Lounge.

**“F” projects** are not rewritable, late or not turned in. Must be completely started over.

You will receive an individual assessment based on this rubric for every content assignment. You should aim to see steady improvement as the semester progresses. Students will be allowed to improve and fix their website throughout the semester.

In addition, we maintain the highest standards of ethical writing/editing. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information (unless you are specifically assigned to insert fictional facts/quotes by your instructor for learning purposes).
- Plagiarizing an article, part of a script/article or information from any source. This includes improper attribution, lifting ideas from another source and/or representing any work as your own.
- Missing a deadline.

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

Time will be set aside during numerous classes to meet individually with students on their progress and to discuss their website portfolio. Feedback and grade on the midterm assignment will take place two weeks from date of the midterm. Each student will be required to meet with the instructor via Zoom to discuss their work and receive feedback on their digital portfolio.

#### **VI. Assignment Submission Policy**

All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will not be accepted. The vast majority of assignments will be published on the student’s individual website.

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

- Reading assignments will be emailed or posted to Blackboard throughout the semester, along with handouts and other readings.

- Each student will have a subscription to *AdWeek* and *PRWeek*. Students are required to read each publication on a weekly basis.

Supplementary readings include:

- YouTube Creators; <https://www.youtube.com/creators/>
- YouTube Advertising; <https://www.youtube.com/ads/>
- Facebook Advertising; <https://www.facebook.com/business/>
- Instagram Advertising; <https://business.instagram.com>
- Instagram Blog; <https://business.instagram.com/blog/?>
- Twitter Advertising; <https://ads.twitter.com/login>
- *A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section Two, Building Your Storybrand pages 45 - 144

### **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. Course Schedule: A Weekly Breakdown

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

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
<b>Week 1</b> Jan. 19	<b>Class Overview and Introduction</b>  Review of syllabus and class goals.  Discussion of student technology needed for this class.  Overview and discussion of the role multimedia content plays in modern communications.  Brand storytelling - what are the narratives and techniques - an overview for video and photography  Overview and discussion of the role of metrics and data in creating content.	Weekly reading of PRWeek and AdWeek.  Register at Google Analytics Academy and watch Google Analytics for Beginners Unit 1: Introducing Google Analytics <a href="https://analytics.google.com/analytics/academy/course/6">https://analytics.google.com/analytics/academy/course/6</a>	Be prepared to add Google Analytic code snippets to your website in the next class.

<p><b>Week 2</b> Jan. 26</p>	<p><b>Overview of Website Metrics and How They Help with Content Creation</b></p> <p>An overview of metrics and analytics available for websites</p> <p>Entire class will add Google Analytics code snippet to their class blog and activate their account</p>	<p>Watch Google Analytics for Beginners Unit 2: The Google Analytics layout  <a href="https://analytics.google.com/analytics/academy/course/6">https://analytics.google.com/analytics/academy/course/6</a></p> <p>Group 1- Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>The presentation should be at least 15 minutes long and include:</p> <ul style="list-style-type: none"> <li>• a summary of the campaign</li> <li>• thoughts on the strategy and target audiences</li> <li>• campaign messaging/storytelling</li> <li>• show and discuss all campaign elements including breaking down the production</li> <li>• overall critique and suggested changes</li> </ul> <p>Weekly reading of PRWeek and AdWeek.</p>	<p>Practice using Google Analytics platform included in the training</p> <p>Group 1 case study presentation due next class</p>
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<p><b>Week 3</b> Feb. 2</p>	<p><b>Images in Today's Communications Photography - Introduction</b></p> <p>Group 1 presentation</p> <p>Discuss the role of images in today's public relations practice</p> <p>Overview of photography basics and what today's cellphone camera can do</p> <p>Framing and composition for storytelling, how to shape light including shadows</p> <p>Class will go on a photo walk with the instructor practice creative photography - each student will be required to take at least 30 photos</p>	<p>Watch Google Analytics for Beginners Unit 3: Basic Reporting <a href="https://analytics.google.com/analytics/academy/course/6">https://analytics.google.com/analytics/academy/course/6</a></p> <p>Review your photos from class and select 3 to present in class next week</p> <p>Group 2 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Weekly reading of PRWeek and AdWeek.</p>	<p>For beginning level students, watch Photoshop Get Started course <a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a></p> <p>More advanced students should watch more advanced video tutorials</p> <p>Students are urged to review other Photoshop trainings online and attend Photoshop trainings held during the semester in the 3<sup>rd</sup> floor digital lounge.</p> <p>Be prepared to share your 3 photo and discuss in next week's class</p> <p>Group 2 case study presentation due next class</p>
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<p><b>Week 4</b> Feb. 9</p>	<p><b>Photo Editing</b></p> <p>Group 2 presentation</p> <p>Student sharing of top 3 photos from last week's photo walk</p> <p>Discussion of photo editing tools available - Photoshop, Lightroom, Affinity Photo and the emerging role apps play in image storytelling</p> <p>Principle of color theory for digital displays</p> <p>Introduction to photo editing techniques</p> <p>MIDTERM TOPIC DISTRIBUTED</p>	<p>Group 3- Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Weekly reading of PRWeek and AdWeek.</p> <p>Each student will take 10 brand storytelling photos for a brand/cause. You are to edit based on techniques from class and add message text.</p> <p>Read <i>A StoryBrand, Clarify Your Messages So Your Customers Will Listen</i>; Donald Miller; HarperCollins Leadership 2017; Section Two, Building Your Storybrand pages 45 - 144</p>	<p>Group 3 case study presentation due next class</p> <p>Photo assignment due next week</p>
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<p><b>Week 5</b> Feb. 16</p>	<p><b>Video for Brand Storytelling</b></p> <p>Group 3 Presentation</p> <p>Discussion of what role video content plays in brand/organizational storytelling</p> <p>Discussion of the role video content plays in the modern consumer decision journey - especially given YouTube's search engine prominence</p> <p>Introduction to video production and filming techniques including framing, lighting and sound - How to think cinematically, not only journalistically on your video production</p> <p>Overview of NLE editing applications - LumaFusion for iPads, iMovie, Premiere Pro and Rush, Davinci Resolve, Avid Media Composer and Final Cut Pro X</p> <p>Work in teams of two to interview each other and develop a narrative story about your fellow student and their brand. Film and introduce the student to the rest of the class as the unique "hero" they really are.</p>	<p>Group 4 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Weekly reading of PRWeek and AdWeek.</p> <p>Read <i>A StoryBrand, Clarify Your Messages So Your Customers Will Listen</i>; Donald Miller; HarperCollins Leadership 2017; Section Two, Building Your Storybrand pages 45 - 144</p> <p>Finish filming your story on your partner. Bring footage to next class for editing.</p>	<p>Group 4 case study presentation due next class</p> <p>Story footage and b-roll due next week</p>
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<p><b>Week 6</b> Feb. 23</p>	<p><b>Video for Brand Storytelling - Editing Techniques - An Overview</b></p> <p>Group 4 Presentation</p> <p>YouTube and how to set up your channel</p> <p>Overview of what can be done in post-production to improve/modify the storytelling</p> <p>Overview of editing workflows and techniques</p> <p>In-class editing of footage shot last week</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 5 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Continue to refine video at home. Post to your YouTube channel and embed on your WordPress site before the next class.</p> <p>Weekly reading of PRWeek and AdWeek.</p> <p>Read <i>A StoryBrand, Clarify Your Messages So Your Customers Will Listen</i>; Donald Miller; HarperCollins Leadership 2017; Section Two, Building Your Storybrand pages 45 - 144</p>	<p>Group 5 case study presentation due next class</p> <p>Finalize video and post to your YouTube channel</p> <p>Review editing software training, instructor will supply links</p> <p>Review YouTube Creators site <a href="https://www.youtube.com/creators/">https://www.youtube.com/creators/</a></p> <p>MIDTERM DUE NEXT CLASS</p>
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<p><b>Week 7</b> Mar. 2</p>	<p><b>Video Production - Crisis Response Videos</b></p> <p>MIDTERM DUE</p> <p>Group 5 Presentation</p> <p>Review previous week's video production</p> <p>Discussion on the role of video statements during public relations crisis</p> <p>Review of recent brand crisis response videos</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 6 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Research and prepare a crisis response video script for a scenario provided by the instructor.</p> <p>Draft response script and prepare to film.</p>	<p>Group 6 case study presentation due next class</p> <p>Crisis response script due 48 hours prior to class so instructor can review and give feedback</p>
<p><b>Week 8</b> Mar. 9</p>	<p><b>Video Production - Crisis Response Videos</b></p> <p>Group 6 presentation</p> <p>Working in pairs, produce videos of your team's crisis response.</p> <p>Determine style of video, framing and background location. Pay close attention to audio and camera skills you've learned.</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Group 7 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek</p> <p>Continue filming and editing crisis video</p>	<p>Group 7 case study presentation due next class</p> <p>Post crisis video to YouTube channel</p> <p>Be prepared to pitch your final project topic/brand starting next week</p>

<p><b>Week 9</b> Mar. 16</p>	<p><b>Video Production – Advocacy for Issue, Brand or Product</b></p> <p>Group 7 presentation</p> <p>Discussion on the role of video that advocate for an issue, brand or product</p> <p>Review of recent brand storytelling videos</p> <p>The important role music and sound effects in creating the right emotion</p> <p>Where to get royalty free production music</p> <p>Prompts will be distributed for the development of an advocacy/promotion video. Teams of two will develop messaging and a story concept.</p> <p>Students will meet individually with the instructor during class to review their website and work to date</p>	<p>Weekly reading of PRWeek and AdWeek.</p> <p>Film and edit your advocacy/promotion video</p> <p>This video should include advanced framing, composition techniques and advanced audio mixing.</p> <p>Complete reading <i>A StoryBrand, Clarify Your Messages So Your Customers Will Listen</i>; Donald Miller; HarperCollins Leadership 2017; Section Two, Building Your Storybrand pages 45 - 144</p>	<p>Finalize and post to YouTube the advocacy/promotion video</p>
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<b>Week 10</b> Mar. 23	<b>No Class – Wellness Day</b>		
<b>Week 11</b> Mar. 30	<b>Video Production – Digital Video Advertising Formats</b>  Review of advocacy/promotion videos  Overview of various digital advertising video formats  Advanced color correction, key framing and how to refine your video in post-production  Students will use the prompt from the advocacy/promotion video and recreate in 30 second and 6 second ad formats  Students will meet individually with the instructor during class to review their website and work to date	Weekly reading of PRWeek and AdWeek.  Continue working on advocacy/promotion video development in 30 second and 6 second ad formats	Finalize 30 second and 6 second video ad formats. Post to YouTube channel

<b>Week 12</b> Apr. 6	<b>Video Production – Digital Video Advertising Formats</b>  Review 30 and 6 second digital video ads  Modify and edit per feedback  Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client	Weekly reading of PRWeek and AdWeek.  Continue to edit and review 30 and 6 second digital video ads  Begin working on approved final projects	Post finalized digital video ads  Modify/update website per any instructions from instructor  Work on final project
<b>Week 13</b> Apr. 13	<b>Advanced Editing and Color Styling Techniques</b>  Demonstration of more advanced color correction and styling techniques  Advanced audio styling and mixing techniques  Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client	Weekly reading of PRWeek and AdWeek.  Continue working on approved final projects	Modify/update website per any instructions from instructor  Work on final project
<b>Week 14</b> Apr. 20	In-class time to work on final project and technical assistance from instructor	Weekly reading of PRWeek and AdWeek.  Continue working on approved final projects	Modify/update website per any instructions from instructor  Work on final project



<b>Week 15</b> Apr. 27	In-class time to work on final project and technical assistance from instructor.  Complete course evaluations	Weekly reading of PRWeek and AdWeek.  Continue working on approved final projects	Modify/update website per any instructions from instructor  Finalize your entire website including completed final project that is due the day of final exam.
<b>FINAL EXAM PERIOD</b> May 11, 7-9 p.m.	Presentation of final projects.  Students present their final projects.	Present an overview of your selected cause/organization/brand. Describe your strategy, the target audiences and your storytelling techniques including video production elements.	

## **X. Policies and Procedures**

### **Additional Policies**

#### **Class Ground Rules and Participation**

Class discussions display the communication skills required for your craft. They also can reveal your curiosity, tenacity and ability to connect with sources to obtain information. It is equally important to respect the class and your fellow students. Cell phone rings, side conversations, message checking, web surfing and other distractions and interruptions have no place in the classroom.

Ideas are to be treated with respect as well, but criticism plays a crucial role in learning. The craft of content creation is made up of revision and redoing. Constructive comments on your classmates' work are expected. Not only should you not be bothered by critiques from fellow students and the instructor, you should seek out honest reactions to your work.

#### **Communication**

Students will have my email and cell phone number so do not hesitate to contact me if you have questions or need assistance with an assignment. I am willing to meet with students on weekends.

#### **Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

## **Statement on Academic Conduct and Support Systems**

### **a. Academic Conduct**

#### *Plagiarism*

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

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

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

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

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

### **b. Support Systems**

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

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

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

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

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

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

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

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

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

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

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

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

*Bias Assessment Response and Support - (213) 740-2421*  
[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*  
[dsp.usc.edu](https://dsp.usc.edu)

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

*USC Support and Advocacy - (213) 821-4710*  
[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

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

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](https://diversity.usc.edu)

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

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

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

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*  
<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

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

## **XI. About Your Instructor**

**Annelise Bamberg** is a digital marketing consultant for sustainable beauty brands specializing in content strategy and website optimization. As an Annenberg PR graduate program alumna, she attributes her experience at USC for spurring her passion in data-driven brand storytelling in all forms of digital content, such as video, photography and graphic design. She also has a bachelor's degree in Spanish and Business Administration from the University of Manchester, which took her to work in Buenos Aires for a year. British-born and raised, Annelise is happy to currently reside in sunny Southern California.