



**PR 524: Multimedia Content Creation for  
Brand Storytelling I  
3 Units**

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

**Section:** 21395D

**Location:** Online

**Instructor:** Susanne Manheimer

**Office Hours:** After class and by appointment.

**Contact Info:** [smanheim@usc.edu](mailto:smanheim@usc.edu)

## **I. Course Description**

This course is required for students in the MA Public Relations + Advertising program. PR 527a is an introduction to strategic brand storytelling, the process for developing effective content and the digital content creation tools used. It is a graded course. PR 527a is part one 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 writing, digital content creation and the production of additional communications collateral. Students will be exposed to website creation techniques, basic HTML and CSS, writing for brand storytelling and principles of design. Students will be exposed to photography and video storytelling, but the core of image and video production will be in PR 527b. This is a lab course – hands-on activities such as website production, strategic messaging, graphic design 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 brand storytelling techniques
- Design and construct an individual website
- Develop multimedia content using fundamental principles of persuasive messaging, design and production
- Construct multimedia brand storytelling content for numerous organizations, causes or products across publishing platforms in today's diverse world

- Demonstrate technical proficiency on digital content creation tools, website back-end technology and search engine optimization
- Correlate audience brand behavior with multimedia content strategies

### **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. The presentations will be done by two students each week starting on week four. 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 create an individual website on WordPress. 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. This will include developing a unique

page on their website, writing a 200-400 word post that must include appropriate multimedia content. The page must be well designed, have clear and strong messaging and contain original graphic design elements such as an infographic or poster or ad. Using the content of the posts, 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 complete digital 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.

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 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
- 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 of the following: Infographic, poster, or out-of-home media formats. The flyer can be presented on the webpage as a PDF, image file or interactive element.
  - A 200-400 word post. Headline, subheads and multimedia to be included. Headlines and subheads must use the correct HTML tags.
  - 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 527a, 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 and 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. High end of scale: publishable today as is.

**“B” projects** have very good content. One or more required elements missing or poorly displayed. 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 lead. 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 redone from scratch.

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.

#### **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:

- The Ultimate Guide to Storytelling; <https://blog.hubspot.com/marketing/storytelling>
- Lovemarks: Kevin Roberts
- *Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section One pages 1 - 41

## **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.*

### **Week 1**

**1/18 MLK Day: Monday, January 18 OFF**

### **Week 2**

**1/25**

#### **Class Overview and Introduction**

##### **Topics/Daily Activities**

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.

Overview and discussion of strategic process for creating content.

#### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

<https://www.pbs.org/wgbh/frontline/film/showspersuaders/>

#### **Deliverable/Due Dates**

### **Week 3**

**2/1**

#### **Topics/Daily Activities**

##### **Overview of the World Wide Web and website development**

Discuss select examples of multimedia content from previous week's assignment

How does the internet work What is an IP address, DNS and domain name registration

An overview of user interface (UI) and user experience (UX) and its importance in design

#### **Reading + Homework**

Register your domain name, set up your hosting solution, including your DNS

Begin developing your branding strategy and content for your homepage and the About Me pages

Weekly reading of PRWeek and AdWeek

#### **Deliverable/Due Dates**

Continue to develop your brand strategy and content for your homepage and about page.

Continue to research WordPress themes for your class website. Free themes can be found at:

<https://wordpress.org/themes/browse/popular/>

Website must be responsive design with parent and child hierarchy page structure. A blog style structure is not allowed.

Watch the tutorial "Get Started - Learn the Basics" videos on [WordPresshttps://en.support.wordpress.com/video-tutorials/get-started/](https://en.support.wordpress.com/video-tutorials/get-started/)

## **Week 4**

**2/8**

### **Topics/Daily Activities**

#### **Website Development and Introduction to Coding**

Set up website from WordPress template.

Introduction to WordPress plugins

Intro to HTML

In-class coding activity on website test page

### **Reading + Homework**

Add content to your site's homepage and about section

Add at least one plugin to your website

Continue to practice coding on your website test page

Weekly reading of PRWeek and AdWeek

### **Deliverable/Due Dates**

Finalize your home page and about page

Entire class be prepared to discuss your practice coding of your website test page

## **Week 5**

**[President's Day: Monday, February 15] OFF**

**2/15**

## **Week 6**

**2/22**

### **Topics/Daily Activities**

#### **Website Development and Introduction to Coding - part 2**

Class discussion on coding and plug ins - what's working and what needs work

Continue HTML and introduce CSS, JavaScript

Continue discussion on the role of third party plug ins and WordPress especially for display of multimedia content

### **Reading + Homework**

Group 1- Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

The presentation should be at least 15 minutes long and include:

- a summary of the campaign
- thoughts on the strategy and target audiences
- campaign messaging and storytelling
- show and discuss all campaign elements including breaking down the production
- overall critique and suggested changes

Weekly reading of PRWeek and AdWeek.

### **Deliverable/Due Dates**

Group 1 case study presentation due next class

## **Week 7**

**3/1**

### **Topics/Daily Activities**

#### **Multimedia Content and Brand Storytelling**

Group 1 Presentation

Discussion of what is brand/organizational storytelling

Discussion of the role content plays in the modern consumer decision journey

Explore purpose, audience and voice across different platforms - written, image, graphic, video, audio

Overview of how to develop effective content - brand voice and storytelling.

### **Reading + Homework**

Group 2 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

In-class small group exercise on potential brand content for various points of the consumer journey

Begin research and development of a 300-500 word post on a topic to be assigned. The post must be designed and include multimedia content. The post will be in a separate page on your website. You are to design and layout the entire page.

Weekly reading of PRWeek and AdWeek

### **Deliverable/Due Dates**

Group 2 case study presentation due next class

Entire class read:

The Ultimate Guide to Storytelling; <https://blog.hubspot.com/marketing/storytelling>

*Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section One pages 1 - 41

Finalize post content and design. Post will be due before next week's class.

## **Week 8**

**3/8**

### **Topics/Daily Activities**

#### **Multimedia Content and Brand Storytelling - the Importance of Search Engines**

Group 2 Presentation

The role search engines play in content discovery

An overview of search engine optimization techniques for the modern content creator. On the page content and HTML techniques for today's practitioner

SEO plugins and their role in search

In-class exercise on the role topic selection and keyword research for organization/brand content play in search.

Examples to be supplied

MIDTERM TOPIC DISTRIBUTED

### **Reading + Homework**

Add a SEO plugin to your website and optimize your homepage, about and client one sections.

Examine your headline and subheads from your previous weeks post and modify as needed to improve SEO

Weekly reading of PRWeek and AdWeek.

Group 3 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek



**Deliverable/Due Dates**

Group 3 case study presentation due next class

Everyone due next week:

Using the SEO plugin, finalize the optimization of your homepage, about and client one sections.

Finalize the modification of your post from last week.

**Week 9****3/15****Topics/Daily Activities****Principles of Layout and Design – The Basics**

Group 3 Presentation

Understanding the basics of visual design elements and principles

Communicating with professional designers in the language they understand

Discussion on various tools professionals use for design – InDesign, Affinity Designer, Word, PowerPoint, Pages, Keynote, [easel.ly](https://easel.ly), Canva, etc.

**Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Group 4 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

The poster design is based on each student's personal branding/passion. What story does the design tell?

**Deliverable/Due Dates**

Group 4 case study presentation due next class

Watch the following video tutorials sequence:

Getting Started with InDesign

<https://helpx.adobe.com/indesign/tutorials.html>

Please note the entire sequence is 2 hours and 30 minutes total.

It is broken into video segments 6 to 21 minutes long.

Work on midterm assignment

**Week 10****3/22****Topics/Daily Activities****Introduction to Design Apps - InDesign, Illustrator and Others – What is Neuromarketing?**

Group 4 presentation

Discuss the value of newsletters, email blasts, social media etc.

Review and overview of best practices

Learn some of the basic elements of layout using InDesign

**Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Group 5 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

Using a template, each student will pick a brand, then write and design a campaign to be emailed to that brand's audience

**Deliverable/Due Dates**

Group 5 case study presentation due next class

Finalize your campaign and submit prior to next class

Midterm assignment due next week

## **Week 11**

**3/29**

### **Topics/Daily Activities**

#### **Designing an Out-of-Home (OOH) Media Element**

Group 5 presentation

Overview of out-of-home ad units and use cases

Develop strategic messaging and design in other formats such as billboards, bus shelters, transit, etc.

MIDTERM DUE

### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Group 6 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

Teams of two brainstorm and develop messaging for brand/issue supplied by the instructor - "your client"

Teams will create and design three different treatments for their client

### **Deliverable/Due Dates**

Group 6 case study presentation due next class

Continue to brainstorm messaging and work on design concepts

## **Week 12**

**4/5**

### **Topics/Daily Activities**

Group 6 presentation

Continue development of three out-of-home designs

Students will meet individually with the instructor during class to review their website and work to date

### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Group 7 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

Finalize design treatments and be prepared to share with entire class next week

### **Deliverable/Due Dates**

Group 7 case study presentation due next class

Finalized OOH design treatments due next week

## **Week 13**

**4/12**

### **Topics/Daily Activities**

Group 7 presentation

In-class presentation of each group's creative concepts

Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client

### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Group 8 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek

Begin working on approved final projects

### **Deliverable/Due Dates**

Group 8 case study presentation due next class

Modify/update website per any instructions from instructor  
Work on final project

## **Week 14**

**4/19**

### **Topics/Daily Activities**

Group 8 presentation

Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client

### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

Begin working on approved final projects

### **Deliverable/Due Dates**

Modify/update website per any instructions from instructor

Work on final project

## **Week 15**

**4/26**

### **Topics/Daily Activities**

In-class time to work on final project and technical assistance from instructor

### **Reading + Homework**

Weekly reading of PRWeek and AdWeek.

### **Deliverable/Due Dates**

Modify/update website per any instructions from instructor

Work on final project

## **Week 16 Final Exam**

**5/10, 7-9 p.m.**

### **Topics/Daily Activities**

Submit final portfolio website.

Meet with Professor Manheimer to review work.

## **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](https://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](https://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](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

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

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

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

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

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

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

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

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

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

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

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

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

Non-emergency assistance or information.

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

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

## **XI. About Your Instructor**

@smartdesign is the Santa Monica-based design office of Susanne Manheimer. For the previous vigorous and exuberant 20 years, Susanne has been recognized for her work by its elegance, sophisticated humor, style, and wit. Her knowledge, understanding and respect for innovative design, is incorporated in her invention of new design approaches. Simplicity and directness of communication are the main elements of her style. Her work makes people smile, laugh, and...think. Today, she divides her time between running the studio, teaching, and lecturing to corporations and schools on the importance of The Democratization of Creativity™ as well as Conceptual Thinking and Problem Solving.

Susanne graduated from the Kansas City Art Institute with a BFA in design. Susanne a native New Yorker worked in "The City" as a Creative Director for Tiffany and Co. where she was awarded a Certificate of Distinction for Typography, Creative Director for Bloomingdales by Mail, Revlon, and also The Museum of Modern Art, to name a few. Disney called, and she moved to California to work for Disney + Co. as Creative Director for the Disney catalogue. Susanne has a history of success mentoring young designers, both in academic roles and as an industry leader. She has been described as a "needle in a haystack," a conceptual designer who is creative yet has strong business acumen.