



**PR 522: Storytelling with Data Intelligence**  
**3 Units**

**Fall 2021 – Wednesdays – 6:30-9:00 p.m.**

**Section: 21313D**

**Location: ANN 408**

**Instructor: Laura Min Jackson**

### **Course Description**

We are entering a new era where knowledge extraction from data is a new norm in every sector of public relations and advertising. From media relations to issues management to creative testing, we rely on data, more precisely stories crafted from some forms of data. The ability to create compelling and accurate stories from a variety of data types and to overcome analytic challenges is a must. This course is designed to train students to obtain the skill sets and data-confidence in this new era of communication. This course will provide the foundations of quantitative research, the basics of storytelling with data, and critical thinking skills in public relations, advertising, and related fields. This course is a building block for the subsequent classes in our research track and professors in the subsequent research courses will assume that students have mastered all the knowledge and skills taught in this sequence.

There are three parts to the course: Introduction to fundamentals of storytelling with data intelligence, storytelling with traditional research methods, and storytelling with emerging research methods. In the first part, we will discuss the changing world of public relations, advertising, and related fields and how the paradigm is shifting to data-driven approach and what it means to professionals. We will also overview the basics of quantitative data analysis and what makes good research questions. In the second part, we will cover how to do storytelling with traditional research methods and get a hands-on experience by working in groups to develop a research-based storytelling project. In the third part, we will shift our focus to how to craft a story using emerging research methods such as web and social media analytics, location mapping as well as data visualization.

### **Overall Learning Objectives and Assessment**

Upon completing this course, students should be able to demonstrate key knowledge and capabilities, including:

- Articulating the role and importance of data literacy and storytelling in public relations, advertising, and related fields
- Being able to ask good questions and demonstrating appropriate problem-solving skills
- Have a fundamental understanding of basic statistics and data literacy
- Demonstrating an ability to evaluate and synthesize various data sets from traditional and emerging research, and to draw valid insights
- Demonstrating a basic level of proficiency with select data visualization tools
- Detecting stories from data and to draw contextually relevant insights
- Converting data/analytical results into compelling stories that should resonate with target audiences
- Effectively communicating data insights to target audiences
- Developing and practicing critical thinking skills

### **Course Notes**

This course is web-enhanced, so in addition to in-class lectures and activities, will utilize various forms of media, including third-party websites, Blackboard, Zoom, YouTube and Qualtrics among others, as well as live, real-time online and recorded guest lectures. Copies of lecture slides and required supplemental readings will be posted weekly on Blackboard.

### **Masking and Face Covering**

- USC's current mandate is that everyone will be required to wear a face mask in university buildings, including classrooms. You **MUST** wear a mask appropriately (i.e., covering both your mouth and nose) the entire time you are in class. There is a no eating or drinking allowed classroom policy; however, students may briefly remove their masks to sip on a beverage, but masks must be worn between sips. Anyone attending class in-person without a mask will be asked to put one on or leave. Students who refuse to wear masks appropriately or adhere to stated requirements will face disciplinary action.
- To protect the health and well-being of the University and wider community, USC has implemented a policy requiring all people, including students, faculty, and staff, to wear a face mask that covers the mouth and nose while indoors. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing a face mask when in the classroom. Removing your mask for an extended period to eat or drink in class violates the masking directive and endangers others. Failure to comply with this policy is interpreted as disruptive classroom behavior and may be a violation of USC's Student Code of Conduct.

### **Description and Assessment of Assignments**

All assignments will be discussed in class, and detailed written instructions for each assignment will be posted in a corresponding folder in the "Assignments" section on Blackboard.

#### **Case of the Week (COW) (5%; 50 points total)**

Each student will make a one "Research Case of the Week (COW)" presentation and lead a discussion with the class (around 10 minutes) discussing a contemporary issue related to data storytelling. Detailed parameters and the schedule for presentations will be discussed in class.

#### **Individual Assignments (20%; 200 points total)**

Individual assignments will test the student's ability to solve real PR/advertising/communication problems using real-world data. Data sets will be uploaded on Blackboard and detailed written instructions will be provided.

#### **Individual Qualitative & Quantitative Research Questions (10%; 50 points each, 100 points total)**

Students will be expected to apply knowledge gained from the course to develop questions that could be used for two primary research instruments: a qualitative In-depth Interview or Focus Group Discussion Guide, and an online Quantitative Survey, which are worth a combined total of 100 points. Additional details will be discussed in class.

#### **LinkedIn Learning (5%; 50 points total)**

Students will be asked to participate in asynchronous workshops provided by the Annenberg Digital Lounge and/or LinkedIn Learning on Excel skills and data visualization, as well as live/recorded "guest lectures/lecturettes." A detailed list will be provided.

#### **Midterm and Final Group Presentations (35%; Midterm: 150 points, Final 200 points, 350 points total)**

There will be two required Group Presentations during the semester: a Midterm Presentation reflecting key Secondary and Qualitative research findings, and a Final Group Presentation that presents a recommended brand campaign story, reflecting analysis and integrated insights from the secondary, Primary Qualitative and Primary Quantitative research results (based on an original survey developed by each group and conducted via Qualtrics) and thorough explanation as to how both Qualitative and Quantitative data informed the final product. Additional parameters for these presentations will be provided in class.

#### **Final Group Report (15%; 150 points total)**

Groups also will be asked to submit a supplemental written report, recapping the findings from the Secondary, Qualitative and Quantitative data that was gathered and/or generated this semester. Additional details on the parameters of this Report will be provided in class.

#### **Participation (10%; 100 points total)**

All students are expected to participate in Class Discussions so as to contribute to one another's learning. Participation will be scored based upon the following:

- Demonstrating understanding of class materials
- Speaking with supporting ideas or facts
- Asking thoughtful or challenging questions that further the scale and/or scope of the discussion
- Showing respect for fellow students; disruptive behaviors will negatively affect participation grade
- Offering relevant, original, and/or thought-provoking ideas on the discussion topics

It is expected that students will make every effort to attend all classes/class sessions, although we recognize that personal circumstances may arise that preclude class attendance. In such circumstances, the student is responsible for notifying the instructor as soon as possible, obtaining the materials presented in missed classes and for submitting all assignments on time, regardless of attendance.

## Grading

### a. Breakdown of Grade

Assignment	Points	% of Grade
Assignment #1 – Secondary Research & Data Visualization	50	5%
Assignment #2 – Secondary Research & Situation Analyses	50	5%
Assignment #3 – Qualitative Discussion Guide	50	5%
Assignment #4 – Quantitative Survey Questions	50	5%
Assignment #5 - Consumer Social Media Consumption	50	5%
Assignment #6 – Competitive Storytelling	50	5%
Case of the Week	50	5%
Midterm Presentation	150	15%
Final Group Presentation	200	20%
Final Group Report	150	15%
LinkedIn Learning Assignment	50	5%
Class Participation	100	10%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### 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**

Please note that there is no rounding up. Grades are based on the final product and the student's ability to meet the requirements set by the instructor and specified in this syllabus. All graded materials must be submitted on time, and meet specific standards for professionalism and quality. Higher grades are reserved for exceptional work.

**"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.

**"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.

**"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.

**"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.

**"F" projects** are not rewritable, late or not turned in. A grade of F also will be assigned for any plagiarized and/or fabricated material that is submitted.

Please note that there is no rounding up. Grades are based on the final product and the student's ability to meet the requirements set by the instructor and specified in this syllabus. All graded materials must be submitted on time and meet specific standards for professionalism and quality. Higher grades are reserved for exceptional work.

### **d. Grading Timeline**

Whenever possible, feedback and grades on Individual Assignments will be posted within 1 week after the submission deadline, and all scores will be posted in the Gradebook on Blackboard. Verbal feedback on Group Presentations will be provided immediately following the presentations themselves, and scores will be posted on Blackboard within 1 week. All team members of any given group will be assigned the same score for their respective Group Presentation(s).

## **Assignment Rubrics**

### **Presentations (Midterm and Final)**

1. Evidence of presentation team's preparedness and familiarity with content
2. Being on strategy/on-task/fulfills project objectives
3. Strategically Sound Situation Analysis, Cohesive Presentation, Data-supported Storytelling
4. Quality of slides (graphically appealing, brand-appropriate, error-free, appropriate use of data viz)
5. Quality of commentary (well-informed, thorough, compelling conclusions)
6. Professionalism of presentation team and appropriate engagement/rapport with audience
7. Quality of Q&A (demonstrating knowledge beyond slide content to answer questions)

### **Final Group Report**

1. Appropriateness of the research questions and/or hypotheses
2. Sufficiently detailed findings
  - a. Use of appropriate data analysis and accurate results reporting
  - b. Compelling use of data visualization and storytelling techniques
3. Invigorating discussion of research findings and sound practical implications
4. Well-proofread and edited with no GSP (grammar, spelling or punctuation mistakes)

### Assignment Submission Policy

- All assignments are due on the dates specified. **Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F. This includes the final project.** There is no extra credit in this class.
- Assignments must be submitted via email to laurajac@usc.edu
- Written assignments are to be delivered in Microsoft Word or a similar program that allows the instructor to make comments in the document. **Assignments in PDF format will not be accepted.**
- All documents must use the following naming convention: Studentlastname.AssignmentName
- Written assignments will be graded for content (a demonstrated understanding of the material) **and for quality of writing**. Proofread your written work before handing it in. As noted in the previous section of this syllabus, typos or writing quality that makes reading the work difficult will result in a lower grade.

### Required Readings and Mandatory and Voluntary Supplementary Materials

Required Text: Dykes, Brent. *Effective Data Storytelling*. Available from: VitalSource Bookshelf, Wiley Professional Development (P&T), 2019.

Mandatory supplemental articles, as well as a trove of additional voluntary supplemental readings will be posted in the "Contents" folder on Blackboard, and will be clearly identified by designation (mandatory or voluntary). All content for a given week – readings, lecture slides and any related materials – will be posted in weekly folders that correspond to the schedule on this Syllabus.

### 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.

### Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

**Friday, September 10:** Last day to register and add classes for Session 001

**Friday, September 10:** Last day to change enrollment option to Pass/No Pass or Audit for Session 001

**Friday, September 10:** Last day to purchase or waive tuition refund insurance for fall

**Tuesday, September 14:** Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

**Friday, October 8:** 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, October 8:** 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, November 12:** Last day to drop a class with a mark of "W" for Session 001

## 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 and Activities	Readings and Related Content	Deliverable Due
<b>Part 1: Fundamentals of Storytelling With Data Intelligence</b>			
Week 1 Aug. 25	<p style="text-align: center;"><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to the class and to each other</li> <li>▪ Syllabus Review: The semester ahead</li> <li>▪ The Importance of data literacy, research and storytelling in PR, Advertising, and Marketing Communication</li> <li>▪ Fun With Data: Brand Storytelling Exercise (in-class)</li> </ul>	<p>Introduction to Driving Change Through Insight (Effective Data Storytelling, Ch. 1 by Brent Dykes, 2020)</p> <p>Irreversible: The Public Relations Big Data Revolution by Institute for Public Relations (2016)</p>	Brand Storytelling Exercise report-outs
Week 2 Sept. 01	<p style="text-align: center;"><b>Principles of Secondary Research</b></p> <ul style="list-style-type: none"> <li>▪ Methods &amp; Tools</li> <li>▪ Identifying and Locating Data Sources; Synthesizing Data and Drawing Valid Conclusions</li> <li>▪ How Research Influences Strategy &amp; Tactics, Goal-setting and Objectives</li> <li>▪ Fun With Data: SWOTs and Situation Analyses (in-class)</li> <li>▪ COW Preview</li> </ul>	<p>Dykes, Ch. 2</p> <p>Brand–Consumer Storytelling Theory and Research: Introduction to a Psychology &amp; Marketing Special Issue (2010)</p> <p>USC Library Resources</p>	<p>Assignment #1: Secondary Research - How Americans Use Time</p> <p><b><i>Class forms into account teams</i></b></p>
Week 3 Sept. 08	<p style="text-align: center;"><b>Principles of Brand Storytelling</b></p> <ul style="list-style-type: none"> <li>▪ Principles of Effective Storytelling</li> <li>▪ Brand Personality and Persona</li> <li>▪ Fun With Data: Brands’ use of data for storytelling (in-class)</li> <li>▪ Introduction to LinkedIn Learning Menu</li> </ul>	<p>Dykes, Ch. 3</p> <p>Brand Personality (Building Strong Brands, Ch. 5 by David Aaker, 1996)</p> <p>Storytelling That Moves People by McKee (2003)</p> <p>The Essential Brand Persona: Storytelling and Branding by Herskovitz and Crystal (2010)</p>	<p>Assignment #1 DUE</p> <p>Assignment #2: Secondary Research &amp; Situation Analyses</p> <p>COW #1</p> <p>Brands’ use of data report-outs</p> <p><b><i>Teams identify client</i></b></p>

<p>Week 4 Sept. 15</p>	<p><b>Ethical Considerations in Research</b></p> <ul style="list-style-type: none"> <li>▪ Sound vs. Unsound Research</li> <li>▪ Messaging Strategies &amp; Message Testing</li> <li>▪ Inclusiveness Considerations - Audiences, Recruitment and Content Development</li> <li>▪ Barcelona Principles</li> <li>▪ Fun With Data</li> </ul>	<p>Dykes, Ch. 4</p> <p>The Importance of Context in Storytelling (Storytelling with Data, Ch. 1 by Cole Nussbaumer, 2019)</p> <p>Building Brands Through Intrinsically Engaging Narratives by Brand Aviators (2016)</p>	<p>Assignment #2 DUE</p> <p>COW #2</p>
<p><b>Part 2: Storytelling With Traditional Research Methods</b></p>			
<p>Week 5 Sept. 22</p>	<p><b>Qualitative Research Methods</b></p> <ul style="list-style-type: none"> <li>▪ Purpose, Philosophy &amp; Mechanics</li> <li>▪ Methods &amp; Tools: Focus Groups, In-depth Interviews, Q-sort &amp; Delphi Panels</li> <li>▪ Netnography</li> <li>▪ Discussion Guide Development</li> <li>▪ Coding and Qualitative Data Analysis</li> <li>▪ Fun With Data</li> </ul>	<p>When Brands Take a Stand: The Nature of Consumers' Polarized Reactions to Social Narrative Videos by Milfield &amp; Flint (2021)</p> <p>(optional) Excerpts, The Facilitator's Guide to Participatory Decision-Making by Kaner (2014)</p> <p>(optional) Excerpts, The Coding Manual for Qualitative Research by Saldaña (2009)</p>	<p>Assignment #3: Qualitative Discussion Guide</p> <p>COW #5</p>
<p>Week 6 Sept. 29</p>	<p><b>Audience Segmentation &amp; Sampling</b></p> <ul style="list-style-type: none"> <li>▪ Segmentation Approaches &amp; Methods: Demographic, Attitudinal, Geodemographic &amp; Psychographic</li> <li>▪ Sampling Methodologies &amp; Tools</li> <li>▪ Probability &amp; Nonprobability Sampling</li> <li>▪ Size Guidelines &amp; Calculators; Sampling Myths</li> <li>▪ Fun With Data</li> </ul>	<p>Dykes, Ch. 6</p> <p>What Is Psychographics, CB Insights (2020)</p> <p>VALS Survey online, <a href="http://www.strategicbusinessinsights.com/vals/presurvey.shtml">http://www.strategicbusinessinsights.com/vals/presurvey.shtml</a></p>	<p>Assignment #3 DUE</p> <p>COW #3</p>
<p>Week 7 Oct. 06</p>	<p><b>Quantitative Research Methods</b></p> <ul style="list-style-type: none"> <li>▪ Purpose, Philosophy &amp; Mechanics</li> <li>▪ Survey Design &amp; Writing Quality Questions</li> <li>▪ Intro to Qualtrics</li> <li>▪ Fun With Data</li> </ul>	<p>Dykes, Ch. 5</p> <p>"The Storytelling Power of Numbers," The Frameworks Institute (2014)</p> <p>PEW "How to Write Survey Qs" video <a href="http://www.pewresearch.org/fact-tank/2018/03/21/how-do-you-write-survey-questions-that-accurately-measure-public-opinion/">http://www.pewresearch.org/fact-tank/2018/03/21/how-do-you-write-survey-questions-that-accurately-measure-public-opinion/</a></p> <p>(optional): Qualtrics BDP articles</p>	<p>Qualtrics training (in-class)</p>

Week 8 Oct. 13	<b>Midterm Presentations: Initial Quant Data Findings and Implications for Qualitative Research</b>		<b>Group Presentation #1</b>
Week 9 Oct. 20	<p style="text-align: center;"><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Analyzing Survey Data in Qualtrics</li> <li>▪ Confidence Levels &amp; Projectability</li> <li>▪ Interpreting &amp; Presenting Data</li> <li>▪ Exploring Storytelling Themes</li> <li>▪ Data Visualization Methodologies and Tools</li> <li>▪ (Lots of) Fun With Data</li> </ul>	<p>Dykes, Ch. 7 &amp; 8</p> <p>Jackson's Tips on Data Calculations</p>	<p>Assignment #4: Survey Qs</p> <p>COW #4</p>
<b>Part 3: Storytelling With Emerging Research Methods</b>			
Week 10 Oct. 27	<p><b>Storytelling with Emerging Research Methods (Part 1)</b></p> <ul style="list-style-type: none"> <li>▪ Measures of Audience Engagement</li> <li>▪ Analytics: Web, Search and Social Listening</li> <li>▪ Using Google Analytics</li> <li>▪ Fun With Data</li> </ul>	<p>The Brand Value Continuum: Countering Co-Destruction of Destination Branding in Social Media Through Storytelling by Lund et. al (2019)</p>	<p>Assignment #4 DUE</p> <p>Assignment #5: Consumer social media consumption</p> <p>COW #6</p>
Week 11 Nov. 03	<p><b>Storytelling with Emerging Research Methods (Part 2)</b></p> <ul style="list-style-type: none"> <li>▪ Social Media Analytics: Overview</li> <li>▪ Facebook/Twitter/Instagram/YouTube Analytics</li> <li>▪ Location Mapping</li> <li>▪ Fun With Data</li> </ul>	<p>When Maps Shouldn't Be Maps by Ericson (2011)</p> <p>Your Apps Know Where You Were Last Night, And They're Not Keeping It Secret NYT (2018)</p>	<p>Google Analytics Demo</p> <p>COW #7</p>
Week 12 Nov. 10	<p><b>Advanced Storytelling With Data</b></p> <ul style="list-style-type: none"> <li>▪ Principles of Data Viz</li> <li>▪ Cool Tools, Resources &amp; Considerations</li> <li>▪ (Lots of) Fun With Data</li> </ul>	<p>Dykes, Ch. 9</p> <p>Lessons in Storytelling (Storytelling with Data, Ch. 7, Nussbaumer)</p> <p>Narrative Visualization: Telling Stories with Data, Segel &amp; Heer (2010)</p>	<p>Assignment #5 DUE</p> <p>Assignment #6: Client and Competitor Data Stories</p> <p>COW #8</p>



Week 13 Nov. 17	<b>From Research to Actionable Insight &amp; Storytelling</b> <ul style="list-style-type: none"> <li>▪ Critical Thinking and Drawing Conclusions</li> <li>▪ Principles of Sense-Making and 360-degree Thinking</li> <li>▪ Developing &amp; Refining Insight-Driven Strategies</li> </ul>	Empathy-based Marketing by Pedersen (2020)	Assignment #6 DUE  COW #9
Week 14 Nov. 24	<b>THANKSGIVING BREAK (Nov. 24-25)</b>		
Week 15 Dec. 01	<b>Group Presentations</b> Dry Run & Discussion		LinkedIn Learning Write-up Due
Final Exam Period Dec. 08 7-9 p.m.	<b>Summative Experience</b>  <i>FINAL EXAM PERIOD</i>		<b>Group Presentation #2</b>  <b>Final Group Report Due</b>

## Policies and Procedures

### Additional Policies

- You are expected to be well prepared for each class meeting, to have read the assigned readings in advance of class, and to provide value to the overall class discussion.
- Communication & Email. Please watch for class emails with updates and instructions; these also will be posted via Blackboard Announcements. Please allow up to 24 hours for a response (not including weekends). I encourage you to talk to me or call if you have any questions.
- Electronic Devices. Whether in the classroom or on Zoom, cell phones should be turned off when class begins. Additional browser tabs should remain closed unless the instructor says otherwise and will only be opened for in-class work. Please also place your cell phone on silent or “Do Not Disturb.”
- We will get to know one another as the semester progresses and a sense of camaraderie will hopefully emerge. You are encouraged to embrace the opportunity to share your professional goals and ambitions, as the class will be tailored to these needs as much as possible, particularly in the context of the final project.
- Respecting and Including Others. I do not wish to quell constructive conversation, drive groupthink or encourage homogenization of ideas or opinions. Sharing differing perspectives typically contributes greatly to personal understanding, growth and appreciation of similarities and differences, but the dialogue must remain as respectful and as inclusive as possible. To ensure the safety of all students, I have a zero-tolerance policy on discussion that directly or indirectly endorses acts of racism, sexism, ageism, homophobia, or other behaviors against protected classes and/or that are in direct opposition to inclusiveness and a respectful learning environment. You are expected to act as adults at all times, being courteous and sensitive to the interests of your fellow classmates.

If you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, I encourage you to check your motives, and if you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, please speak with me in advance of presenting any potentially inappropriate content.

- In observance of local, County and University COVID-19 safety protocols, no food will be allowed in class during the Fall 2021 semester. We will take periodic breaks for food/hydration during each class session. See the Masking and Face Covering policy above.

## **Internships**

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

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

### **a. Academic Conduct**

#### *Plagiarism*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](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, [policy.usc.edu/scientific-misconduct](https://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](https://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](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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](https://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](https://equity.usc.edu), [titleix.usc.edu](https://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.symlicity.com/care\\_report](https://usc-advocate.symlicity.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](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*  
[uscса.usc.edu](https://uscса.usc.edu)

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

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

### **About Your Instructor**

Laura Min Jackson is an award-winning communications pro who's worked with global corporations, start-ups and nationally-ranked PR agencies. As an independent PR consultant, her clients have included Beckman Coulter; Bank of Hope; The Imagination Foundation; Miocean; Össur Ortho Clinical Diagnostics and Sony Pictures Entertainment Corp.

Previously, she was VP/Global Communications for Baxter Healthcare and Edwards Lifesciences, overseeing all internal and external communications for the NYSE-traded firm, as well as the \$50 million nonprofit Edwards Lifesciences Fund. She also was SVP/West Coast Director of the national Healthcare practice at Porter/Novelli, and specialized in Healthcare and Crisis Communications as VP at PainePR. She began her agency career at Burson-Marsteller after working in the Government and Nonprofit sectors.

Laura earned her M.S. in Organization Development from Pepperdine University, and her bachelor's in Communications/PR from Cal State Fullerton. In addition to teaching at USC, she's a member of the Advisory Board for the USC Center for Third Space Thinking, and has been a consultant, guest speaker and facilitator for public health, educational and policy organizations worldwide.

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