



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

**Fall 2021 – Mondays – 6:30-9 p.m.**

**Section:** 21324D

**Location:** Online via Zoom

**Instructor: Dave Quast**

**Office Hours:** Mondays from 5:30-6:30 p.m. or by request

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

### **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.

### **II. 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 in 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

### **III. Course Notes**

This course is web-enhanced and will utilize various forms of media, including Blackboard, Zoom, YouTube and Qualtrics among others, as well as live and recorded guest lectures. Copies of lecture slides and required supplemental readings will be posted weekly on Blackboard. Student discussion/participation will be achieved via Zoom and other complementary technologies; specifics will be discussed in class.

### **When Attending Class via Zoom**

I urge you to keep your video on during class. It's a much nicer experience for everyone to see faces rather than just your name. However, if there is a reason you prefer not to be "on camera," let me know privately. You may use a virtual background but try to make it one that is not too busy. If your internet connection becomes unstable, there may be times when you need to disable the video. When you are asking questions or participating in group work/presentations, please activate your video.

Please mute your microphone when you are not talking to help eliminate background noise. If you are unable to find a quiet, distraction-free spot where you can use your microphone, please use the "Chat" window to post questions and comments relevant to the class.

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

#### **Digital Lounge Workshop/LinkedIn Learning (5%)**

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.

#### **Case of the Week (COW) (10%)**

Each student will make a one presentation and lead a discussion with the class (around 15 minutes) discussing a contemporary issue related to data storytelling. Detailed instructions to be provided.

#### **Individual Assignments (30%; 300 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)**

Students will be expected to apply knowledge gained from the course to develop questions 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.

#### **Participation in Focus Group Role/Focus Group Reflection (5%)**

We will be conducting an in-class focus group on a hot-button topic of public concern. Some students will be assigned as focus group participants and the rest will be the "client" observers. You will be given background information to help you play your designated role. Following the focus group, you will write a short reflection on the experience. You'll receive a handout describing the expectations of your participation and the requirements of the written assignment and a rubric that will explain how the assignment will be evaluated.

#### **Final Group Presentation (15%)**

There will be two required Group Presentations during the semester: a Mid-Term Presentation reflecting key Secondary and Qualitative research findings, and a Final Group Presentation that reflects analysis Primary Quantitative research results (based on an original survey developed 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 (20%)**

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%)

All students are expected to participate in Class Discussions/Zoom Breakout Rooms 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 making up any missed participation opportunities and/or other assignments.

### Grading

#### a. Breakdown of Grade

Assignment	Points	% of Grade
Assignment #1 – Secondary Research, How Americans Use Time	50	5%
Assignment #2 – Writing Objectives and Situation Analyses using Secondary Research	100	10%
Assignment #3 – Writing Effective Survey Questions in Qualtrics	25	2.5%
Assignment #4 - Focus Group Participation and Reflection	25	2.5%
Midterm Exam	250	25%
Case of the Week	100	10%
Final Group Presentation	100	10%
Final Group Report	200	20%
Class participation	100	10%
Digital Lounge/LinkedIn Workshops/Lecture Write-up	50	5%
<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

**“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. Verbal feedback on the Group Presentations will be provided immediately following the presentations themselves, and scores will be provided within one week. All team members of any given group will be assigned the same score for their respective Group Presentation(s) but I reserve the right to adjust this policy based on group feedback.

#### **Assignment Rubrics**

##### **Presentations**

1. Evidence of presentation team’s preparedness and familiarity with content
2. Appropriate engagement and rapport with audience
3. Attention-getting, “gear-shifting” opening or strong, confident start
4. Quality of slides
5. Quality of script
6. Cohesiveness/integration/summary
7. Professionalism of presentation team (dress, speech, posture, gaze, tone)
8. Being on strategy/on-task/fulfills project objectives
9. Quality of Q&A
10. Presentation represented full potential of team

##### **Final Group Report**

###### **Primary Research and Report**

1. Appropriateness of the research questions and/or hypotheses
2. Detailed and accurate method section/instrument construction
3. Use of appropriate data analysis and accurate results reporting
4. Compelling data visualization and storytelling

5. Invigorating discussion of research findings and sound practical implications
6. Well-proofread and edited with no GSP (no 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.**
- Assignments must be submitted to [quast@usc.edu](mailto:quast@usc.edu).
- All written assignments should be double-spaced in 12-point font. At the top of every paper must appear your name, the due date of assignment, and the topic/title. Pages numbers must appear at the bottom of each page.
- 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.**
- 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 Supplementary Materials

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

Supplemental readings will be provided on the Blackboard course site in the week corresponding to their assignment.

### 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. **I tried to make my changes visible in yellow. I mostly moved things around a bit to fit the flow that I tend to like.**

	Topics and Activities	Readings and Related Content	Deliverable Due
Week 1 Aug. 23	<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> <li>▪ COW Preview</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 Aug. 30	<p><b>Why use data in storytelling? Principles of Secondary Research</b></p> <ul style="list-style-type: none"> <li>▪ Goals vs. Objectives (and Strategies vs. Tactics)</li> <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>▪ <b>Final project groups assigned, first group meeting to determine project client</b></li> </ul>	<p>Dykes, Chs. 2 and 3</p> <p>Storytelling That Moves People by McKee (2003)</p>	Assignment #1: Secondary Research - How Americans Use Time
Week 3 Sept. 06	<b>LABOR DAY — NO CLASS</b>		
Week 4 Sept. 13	<p style="text-align: center;"><b>Secondary Research</b></p> <ul style="list-style-type: none"> <li>• Introduction to USC library resources</li> <li>• Group meetings</li> <li>• Objectives vs. strategy (video)</li> </ul>	<p><b>USC Library Resources</b></p> <p><b>Guest speaker:</b> Chimene Tucker, USC Annenberg Librarian</p>	<p>Assignment #1 DUE</p> <p>Assignment #2: Writing Objectives and Situation Analyses using Secondary Research</p>
Week 5 Sept. 20	<p><b>Storytelling with Traditional Research Methods</b></p>	Dykes, Ch. 4	<p>Assignment #2 DUE</p> <p><b>Sign-up for Qualtrics account</b></p>

	<ul style="list-style-type: none"> <li>▪ Introduction to/Comparing Quantitative and Qualitative Methodologies</li> <li>▪ Fundamentals of Netnography</li> <li>▪ Introduction to Measurement (levels of data, etc.)</li> </ul> <p><b>Quantitative Research Methods</b></p> <ul style="list-style-type: none"> <li>▪ Purpose, Philosophy &amp; Mechanics of <b>Surveys</b></li> <li>▪ Survey vs. Polls</li> <li>▪ Survey Design &amp; Crafting a Good Questionnaire</li> <li>▪ Reliability vs. Validity</li> <li>▪ Survey Design &amp; Writing Quality Questions</li> <li>▪ Intro to Qualtrics</li> </ul>	<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>	COWs
Week 6 Sept. 27	<p><b>Quantitative Research Methods, cont.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Content analysis</b> In-class coding exercise</li> <li>▪ Fun With Data</li> </ul> <p><b>Ethical Considerations in Research</b></p> <ul style="list-style-type: none"> <li>▪ Sound vs. Unsound Research</li> <li>▪ Inclusiveness Considerations - Audiences, Recruitment and Content Development</li> <li>▪ Barcelona Principles</li> <li>▪ Fun With Data</li> </ul>	<p>Dykes, Ch. 5</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>Assignment #3: Writing Effective Survey Questions in Qualtrics</p> <p>Qualtrics training (in-class)</p> <p>COWs</p>
Week 7 Oct. 4	<p><b>Audience Segmentation/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>Assignment #4: Consumer social media consumption</p> <p>COWs</p>
Week 8 Oct. 11	<p><b>Qualitative Research Methods</b></p> <ul style="list-style-type: none"> <li>▪ Purpose, Philosophy &amp; Mechanics</li> </ul>	<p>When Brands Take a Stand: The Nature of Consumers’ Polarized</p>	Assignment #4 DUE

	<ul style="list-style-type: none"> <li>▪ Methods &amp; Tools: Focus Groups, In-depth Interviews, Q-sort &amp; Delphi Panels</li> <li>▪ Netnography</li> <li>▪ Discussion Guide Development</li> <li>▪ Fun With Data</li> <li>▪ <b>Roles assigned for in-class focus group</b></li> </ul>	<p>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>Review instructions for in-class focus group</p>	<p>Assignment #5: Qualitative Discussion Guide</p> <p>Work on Group Project</p> <p>COWs</p>
Week 9 Oct. 18	<b>In-Class Focus Group</b>	Students will be assigned as group members or as clients, each with distinct responsibilities to be explained only to the group assigned.	Work on Group Project
Week 10 Oct. 25	<b>Midterm Exam</b>	In-class Midterm (on Blackboard)	<p>Work on Group Project</p> <p>Focus Group Reflection DUE</p>

Week 11 Nov. 1	<p><b>Storytelling with Emerging Types of Data (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>Guest Speaker: Ashley Baxter, Founder, Baxter Digital Media Group</p>	<p><b>Work on Group Project</b></p> <p>COWs</p>
Week 12 Nov. 8	<p><b>Storytelling with Emerging Types of Data (Part 2)</b></p> <ul style="list-style-type: none"> <li>▪ Social Media Analytics: Overview</li> <li>▪ Facebook/Twitter/Instagram/YouTube Analytics</li> <li>▪ PR Tools - Brandwatch/Cision</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><b>Guest Speaker: Matthew Leveque, USC Annenberg</b></p>	<p>Work on Group Project</p> <p>Google Analytics Demo</p> <p>COWs</p>
Week 13 Nov. 15	<p><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> </ul>	<p>Dykes, Ch. 7 &amp; 8</p> <p><b>Guest Speaker: TBD (Aimei Yang or Su-Jung Kim)</b></p>	<p>Work on Group Project</p> <p>COWs</p>



	<ul style="list-style-type: none"> <li>Data Visualization Methodologies and Tools</li> <li>(Lots of) Fun With Data</li> </ul> <p><b>I do data analysis after the midterm so that our guest lecturer (Aimei or Su Jung) can work with the groups' actual data that they've collected to date.</b></p>	<b>In-Class Quiz (Blackboard)</b>	
Week 14 Nov. 22	<p><b>Case Study: The Use of Data in the Entertainment Industry</b></p> <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><b>Guest Speaker: Sandy Padula, fmr. VP of Research, WarnerMedia</b></p>	<p>Work on Group Project</p> <p>COWs</p>
Week 15 Nov. 29	<p><b>From Research to Actionable Insight &amp; Storytelling</b></p> <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> <li>Location Mapping</li> </ul>	<p>Empathy-based Marketing by Pedersen (2020)</p> <p>When maps shouldn't be maps by Matthew Ericson (2011)</p> <p>"Your apps know where you were last night, and they're not keeping it secret" in NYT (2018, Dec 10)</p> <p><b>Guest Speaker: Kevin Hung, VP Marketing Solutions + Performance, Ticketmaster</b></p>	<p>LinkedIn Learning Write-up DUE</p> <p>Work on Group Project</p> <p>COWs</p>
Week 16 Dec. 13 7-9 p.m.	<p><b>Summative Experience</b></p> <p><b>FINAL EXAM PERIOD</b></p>		<p><b>Group Presentations</b></p> <p><b>Final Group Report Due</b></p>

## Policies and Procedures

### Additional Policies

- You are expected to be well prepared for each class meeting and to provide value to the class discussion.
- This course will feature robust in-class discussion, debate, simulations, and student presentations. The class will get to know each other 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.

- Expect to discuss a wide range of issues in class including those that are controversial and about which students (and the professor) may have strongly held, and possibly differing, views. There are virtually no topics off-limits as long as they advance understanding of the course material and as long as discussions are characterized by civility and mutual respect. You are expected to act as adults at all times, being courteous and sensitive to the interests of your fellow classmates.
- 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. 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.
- Students having any doubt or questions regarding assignments, schedules, etc. should consult this syllabus first, then check with fellow students and only then contact the professor if something remains unclear.

## Communication

**I am committed to being readily available to my students.** My goal is to ensure that you learn the course material -- and have fun doing it -- and I encourage you to talk to me if you have questions at any time. Please write ([quast@usc.edu](mailto:quast@usc.edu)) or call (917.434.9429) and if I cannot respond immediately, I promise to get back to you within 24 hours; it will usually be much sooner!

## 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](http://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](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**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://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](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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://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](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

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

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](http://uscsa.usc.edu)

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

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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**

I have nearly 30 years of experience as a public relations practitioner counseling clients in the corporate, legal and political arenas. My expertise includes corporate communications; corporate positioning and messaging; issues, crisis and reputation management; litigation support; and media and presentation coaching.

I am currently an independent consultant. I have led engagements in a variety of sectors including energy, industrials, professional services, financial services, health care, technology and non-profit. Notable among recent activities, I served as California Director of Energy in Depth, an education and research campaign focused on correcting misinformation about oil and gas development in California, particularly on the issue of hydraulic fracturing ("fracking").

In addition to work, teaching, and being a father of four (including triplets), I also serve on the Board of Directors of Planned Parenthood of Pasadena and the San Gabriel Valley and I try to find time to improve my guitar playing when I can find it.

As a working public relations practitioner who has worked in almost every environment (corporate, agency, politics, government, etc.) on challenging and often-controversial assignments, I try to bring a "real world" perspective to my classes so that students understand how the concepts we discuss and skills we develop will apply after graduation.

I am passionate about teaching and in helping my students succeed. As such, I always welcome constructive criticism or requests to explain material in a more accessible way based on a student's learning style or personal interests, in class or during office hours.

I hold a B.A. in politics and government from the University of Puget Sound, an M.A. in British Government from the University of Essex (U.K.) and I attended the Georgetown University Law Center.