**CMGT 597b: Communication Research Practicum**

**4 Units**

**Spring 2020 Wednesday 2:00-3:50 pm & 6:30-8:20 pm**

**Location:** Zoom

**Instructor:** Brad Shipley

**Offices:** ASC 321

**Office Hours: by Appointment**

**Contact:** [bblee@usc.edu](mailto:bblee@usc.edu) | [shipley@usc.edu](mailto:shipley@usc.edu)

**I. Course Description**

This course lays the foundation for success in your practicum in the Communication Management program. The work you produce in this first 597a class continues into the 597b class in your final semester. Together 597ab represent the capstone experience for your degree. In 597ab, we build on what you have previously learned in your earlier courses, exploring and focusing on a particular topic or problem.

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**II. Student Learning Outcomes**

The final product of 597ab may take a number of forms, and you have much discretion to choose. For example, your project may be a(n):

* Create a business plan with some early execution,
* Create a market research and branding campaign collateral,
* Create a consulting analysis plus recommendations,
* Create a training program with accompanying video,
* Create a script and storyboard for a short film, web series, etc.,
* Create a short film etc., shot and exhibited,
* Create a app or mobile site,
* Create a dance and choreography portfolio,
* Create a music album,
* Create an academic research paper, aimed for conference presentation or a Ph.D. application.

The specific product form is only a visible manifestation of an interesting project. So, choose something interesting enough that you can work on for the next two semesters. This freedom to choose is special, unique to 597ab.

Thus far, the learning objectives have focused on exploring a complex project’s different aspects, through concepts and data. For CMGT 597b, we will shift focus to:

* completing data collection and analysis;
* developing the writing, such that the narrative is coherent and demonstrates expertise,
* identify prospective audiences to whom to present;
* crafting a set of explicit communicate-able deliverables for the audience, e.g., a paper or presentation deck as well as an oral talk or presentation.

**Prerequisite(s):** CMGT 540, CMGT 501, CMGT 597a

**Co-Requisite(s):** CMGT 597a (with permission)

**Concurrent Enrollment:** None

**Recommended Preparation:** Think project of your own design and initiative.

**III. Course Notes**

Course is a letter grade course. Compared to the previous “a” section, 597b will meet less frequently as a class, with more weeks devoted to one-on-one meetings with instructors. So, success requires much individual discipline from you, you have to maintain your project’s progress momentum, including scheduling meetings with instructors on your own initiative. At the same time, the instructors like to maintain the sense of community, so we will continue to have peer reviews.

**IV. Description and Assessment of Assignments**

Assignments are described in section V, Grading.

**V. Grading**

**a. Breakdown of Grade**

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|  | **Assignments** | **Percentage of Grade** |
| As1 | Find examples of possible final deliverables, in written/graphical format (e.g., papers, reports, presentation decks, videos, etc), and in an oral form (e.g., presentation, TED talks, etc.)  Set project goals and schedules for semester. | 12.5 |
| Pr1 | Peer review of As1 | 5.0 |
| As2 | Assemble set of points and ideas for final deliverable; write segments of the draft | 7.5 |
| Pr2 | Peer review of As2 | 5.0 |
| As3 | Draft final presentation | 7.5 |
| As4 | Final presentation | 25.0 |
| Pr4 | Peer response in final presentations | 5.0 |
| As5 | Final deliverable | 25.0 |
|  | Participation | 7.5 |
|  | **Total** | 100% |

**b. Grading Scale**

A 95% or higher

A- 90%-94%

B+ 87%-89%

B 83%-86%

B- 80%-82%

C+ 77%-79%

C 73%-76%

C- 70%-72%

D 60%-69%

F 59% or lower

**c. Grading Standards**

To do well in 597ab requires commitment to the project, initiative, resilience, as well as willingness to pursue interesting possibilities that emerge. The instructors’ evaluation will emphasize those qualities.

**d. Grading Timeline**

Most instructors’ evaluation of work will respond within two weeks.

**VI. Assignment Rubrics**

Given the highly individualized projects, no standardized rubric is appropriate. Consult instructors for guidance.

**VII. Assignment Submission Policy**

Assignments are to be submitted via email to instructors.

Assignment due dates are specified in the course calendar below. Timely submission is important, a mark of professionalism this class aims to cultivate in students. The instructors recognize that we have multiple commitments and obligations in our lives, and sometimes another obligation requires urgent attention and energy. So, to accommodate such, you are allowed one late submission without penalty. Beyond the first late submission, impressions about your competence, dedication, etc. will worsen. One key behavior to lessen more severe negative impressions is to communicate with the instructors and peers early about any problems you are encountering. The instructors can then offer guidance. Know that the instructors do not wish to be overly formulaic with this aspect of the course, and hope to rely on your initiative and commitment instead.

**VIII. Required Readings and Supplementary Materials**

Readings and other materials to review will be specific to your project. Consult instructors for guidance.

**IX. 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**](http://www.annenbergdl.org/) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](http://itservices.usc.edu/wireless/support/) website.

**XI. Course Schedule: A Weekly Breakdown  
*Note:*** *This schedule may be changed, based on the class’ progress, events, and/or speaker availability.*

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| --- | --- |
| Week 1  Aug 25 | Meet with instructors to review, re-orientate, and re-focus; continue to make progress on your projects.  Review relevant materials as needed. |
| Week 2  Sep 1 | Meet with instructors  -prepare for As1 – find examples of final deliverables, both written/graphic form and oral form; think about potential audiences for your project; set goals and timelines  Review relevant materials as needed. |
| Week 3  Sep 8 | Due: to instructors and peers  \*As1 – examples of final deliverables; potential audiences; goals and timelines  In Class:  Peer review and discussion of As1 |
| Week 4  Sep 15 | Meet with peer review groups and instructors  Make progress on project – prepare for As2  Review relevant materials as needed. |
| Week 5  Sep 22 | Meet with peer review groups and instructors  Make progress on project – prepare for As2  Review relevant materials as needed. |
| ­Week 6  Sep 29 | Due: Monday Sep 27, 5:00 pm to instructors and peers  \*As2 – set of points and ideas for final deliverable, with segments drafted  Meet with peer review groups and instructors  Peer review of As2 |
| Week 7  Oct 6 | Meet with peer review groups and instructors  Make progress on project  Review relevant materials as needed. |
| Week 8  Oct 13 | Meet with peer review groups and instructors  Make progress on project  Review relevant materials as needed. |
| Week 9  Oct 20 | Meet with peer review groups and instructors  Make progress on project  Review relevant materials as needed. |
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| Week 10  Oct 27 | Meet with peer review groups and instructors  Make progress on project  Review relevant materials as needed. |
| Week 11  Nov 3 | Due: Monday November 1, 5:00 pm to instructors  \*As3 – presentation draft  Meet with instructors.  Make progress on project  Review relevant materials as needed. |
| Week 12  Nov 10 | Meet with peer review groups and instructors  Make progress on project  Review relevant materials as needed. |
| Week 14  Nov 17 | In Class:  -As4 – final presentations (strict limit of 7 minutes)  -Pr4 – response to presentations |
| Nov 24 | Thanksgiving Break |
| Week 15  Dec 1 | In Class:  -As4 – final presentations (strict limit of 7 minutes)  -Pr4 – response to presentations |
| Week 16  Dec 8 | Due: Wednesday December, 8:00 pm to instructors  \*As5 – final written/graphical deliverable |

**XII. Policies and Procedures**

**Additional Policies**

**a. Attendance**

The instructors recognize that we have multiple commitments and obligations in our lives, and sometimes another obligation requires urgent attention and energy. So, to accommodate such, you are allowed one absence from class without penalty, you need not explain the absence, just inform the instructors in advance of the class. Beyond the first absence, impressions about your competence, dedication, etc. will worsen. One key behavior to lessen more severe negative impressions is to communicate with the instructors and peers early about any problems you are encountering. The instructors can then offer guidance. Know that the instructors do not wish to be overly formulaic with this aspect of the course, and hope to rely on your initiative and commitment instead.

**b. Attention and Mobile Screens**

Today every one has multiple mobile screens (laptops, tablets, smartphones), and no doubt they have become indispensable in our everyday lives. However, the screens present significant challenges for a class. Instructors often have to compete with the screen for students’ attention, and instructors often lose. So, in order to maintain a fair enough environment for learning, to build respect for each other’s time, the instructors will often ask that all screens be put down or closed, and attention focus on the topic or speaker in the front. When such a call is made, please heed.

**Communication**

Communicating with instructors is key to good performance and a worthwhile experience in this class. If you cannot meet in person with instructors, then arrange alternatives such as a conference call. Instructors will strive to respond to requests within 48 hours, and to connect within a week.

**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](http://policy.usc.edu/scientific-misconduct).

**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](http://www.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](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](https://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](https://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](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](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.

*Breaking Bread Program [undergraduate students only]*

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.