 **PR 450: Advanced Strategic Public**

**Relations**

**4 Units**

**Spring 2022 – Wednesdays – 6-9:20 p.m.**

**Section:** 21262

**Location:**  ANN 408

**Instructor: Lisa Cracchiolo Tush**

**Office:** in person or via Zoom

**Office Hours:**  by appointment

**Contact Info:** [tush@usc.edu](mailto:tush@usc.edu), Cell 818-416-5626 \*email is best

**Course Description**

PR 450 serves as the capstone course for the Bachelor of Arts in Public Relations. It synthesizes all of the material covered in prior courses; brings that material to bear on case analyses and campaign development; puts that material in a strategic context and strengthens the students’ abilities to apply those skills to elements of the campaign development process. It also includes a sophisticated critical thinking element, the purpose of which is to strengthen students’ critical thinking skills and bring them to bear on the career – and life – preparation experience. Lastly, it features detailed counseling on job searching, résumé preparation and interviewing skills. In short, we are preparing you to enter the world of work.

**Student Learning Outcomes**

This professionally oriented, interactive seminar will utilize a real-life PR issue and critical thinking tools to:

1. Assure that students are well prepared to obtain -- and succeed in -- professionally satisfying post-graduation positions;
2. Equip students with the skills and attributes needed for rapid career progression by optimizing their:
3. Critical thinking skills
4. Strategic (which precedes tactical) point of view
5. Ability to work effectively in teams
6. Ability to develop strategic public relations plans
7. Explain the role of PR in various types of organizations and industries
8. Explain how campaigns evolve
9. Oral presentation skills
10. Problem-solving ability
11. Hone students’ abilities to apply critical thinking skills to assess an organization’s strengths and weaknesses, thereby enhancing their abilities to assess career options
12. Close any remaining gaps in the students’ knowledge of PR theory and practice and fully integrate all of the PR-related learning they have acquired during their studies here

**Description and Assessment of Assignments**

In this course, you will work in teams with your classmates to respond to a prompt posed by a real organization.  The client will visit the classroom to provide insight and guidance. It's possible that you will be given confidential information and asked to sign a non-disclosure agreement in which you agree not to discuss details of the assignment outside of the classroom.   We expect you to behave in a mature and thoughtful manner throughout the process and to enjoy this unique opportunity to tackle real-world problems and issues.

Participation in Class Discussions

You are expected to regularly attend and actively participate in classes, complete all required readings before each class session, and contribute to class discussions with comments and questions. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. No make-up assignments are allowed.

At the end of the semester, you will be graded and awarded points based upon:

* Consistent demonstration that you have read the material for scheduled class discussions
* Contribution to class discussion; answering questions, asking relevant questions
* Demonstrating respect for fellow classmates, guest speakers and the instructor (including appropriate use of personal technologies during classroom time)
* Mature classroom behavior that supports learning

Cases of the Week

During the semester, students will be assigned a specific element of a PR case. This involves quick identification and analysis of any current PR-related issue in the news; cases will be used for topics of discussion in class. Each student will submit one Case of the Week during the semester (sign up will be done during the first class) and will be asked to lead a class discussion on the topic.

The process of identifying and explaining such cases will contribute to the students’ understanding of PR strategy, as will the discussion of these in class. Participation in Case of the Week discussions during class will also contribute to each student’s Class Participation grade. The cases to be studied are all tangentially related to our designated client (2nd South Market in Twin Falls, Idaho) and will be up for selection during the second class session.

Working in teams, students will craft a case that includes: Key products, industry rankings, competitors (direct and indirect), issues and social media presence. A full case study format will be distributed to each team in advance of its presentations, which should run approximately 10 minutes plus time for Q & A.

Midterm

Students will conduct career preparation exercises in addition to tackling a sample case and apply the elements of the SIP model that have been learned to date. This exercise will be used by the instructor to gauge comprehension of the model.

Final Project: PR Plan Development

Working with your classmates, you will devise and present a PR plan/campaign for a client. Throughout the semester, you will be learning – and applying – the components of our Strategic Integrated Planning Model, then applying them to the client’s needs. The class will be broken into teams and every member of the class will play a role in their team in researching, crafting, packaging and presenting their team’s campaign to the client. Each team will present its campaign on the same night at the end of the semester. **Our client this semester is 2nd South Market in Twin Falls, Idaho**, Idaho’s original food hall. The owners, both USC grads, are interested in students crafting a PR plan to support their business goals. They are looking for messaging and strategies for increasing awareness of the Market to out-of-town visitors and specifically BASE jumpers.

**Grading**

**a. Breakdown of Grade**

| Assignment | Points | % of Grade |
| --- | --- | --- |
| Class Participation | 150 | 15% |
| Case Studies | 100 | 10% |
| Client-Related (Backgrounder, Client Insights, SWOT, Crisis) | 200 | 20% |
| Midterm Exercise | 200 | 20% |
| Final Presentation | 350 | 35% |
| **TOTAL** | **1000** | **100%** |

**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**

***Public Relations*“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.

**d. Grading Timeline**

Students can expect their graded assignments to be returned within 7-10 days of submission.

**Assignment Rubrics**

Rubrics for each major assignment will be distributed in class and posted on Blackboard.

**Assignment Submission Policy**

Throughout the course of the semester, students will be asked to submit written assignments via email as Word documents (or PowerPoint/Canva/Keynote) as noted on the Schedule of Classes.

**Required Readings and Supplementary Materials**

There is no required textbook for this course *but* there will be numerous required readings noted on the syllabus and posted on Blackboard. To better prepare you for our client work, I’ve identified cases that will help you gain insight into the food, confectionary and sustainability realms. These are noted throughout the Schedule of Classes.

**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.

**Add/Drop Dates for Session 001 (15 weeks: 1/10/2022 – 4/29/2022; Final Exam Period: 5/4-11/2022)**

**Link: https://classes.usc.edu/term-20221/calendar/**

**Last day to add:** Friday, January 28, 2022

**Last day to drop without a mark of "W" and receive a refund:** Friday, January 28, 2022

**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, January 28, 2022 [All major and minor courses must be taken for a letter grade.]

**Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit:** Tuesday, February 1

**Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade:** Friday, February 25, 2022 [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 for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

**Last day to drop with a mark of "W":** Friday, April 8, 2022

**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/Class Activities | Readings and Homework | Deliverables/Due Dates |
| Week 1  1/12 | **Getting Started:** Syllabus overview; getting acquainted.  Structure of PR (agencies vs. in-house). Types of agencies – boutique, large, int’l, specialties  Proactive vs. reactive PR (examples)  Who are audiences for PR messaging and activities?  Negotiating the career ladder.  **Overview of Final Project**: Discussion of our client – 2nd South Market (begin a K-W-L chart)  **Plus:**  Strategic Integrated Planning Model (SIPM) Overview  **Career Prep:** Overview of what you will learn about how to “sell” yourself and how to prepare for a career in PR | **Review:**  https://www.fermag.com/articles/9719-trends-driving-the-food-hall-boom/  <https://www.touchbistro.com/blog/rise-of-the-food-hall/>  Cushman & Wakefield Food Hall Model -  https://cdn.crtkl.com/wp-content/uploads/sites/1/2020/12/CW-Food-Halls-COVID19.pdf  **Skim:**  Strategic Integrated Planning Model (SIPM) posted on BB  **Research:**  Read articles on 2nd South Market posted to BB | **Submit:**  Email your current resume to me by noon 1/19 |
| Week 2  1/19 | We will meet with our client, Lisa Buddecke, founder of 2nd South Market to learn about its challenges, business goals and communications objectives  Add to the K-W-L chart.  Signup for the 4 cases.  **Career Prep:**  (time permitting) review of resume myths and how to revise your resume for maximum impact | **Review:**  2nd South Market and the city of Twin Falls, Idaho  <https://www.2ndsouthmarket.com/>  <https://www.tfid.org>  2nd South Marketing Report on BB  **Develop:**  List of 10 questions for our client | **Submit:**  List of 10 questions about 2nd South Market by noon 1/26 |
| Week 3  1/26 | **Client Project:**  Recap of client meeting. Seeking answers to our homework questions.  In-class work on food hall industry overview. Short team meetings.  Overview of “case of the week” procedure and template. Signups for the four cases.    **SIP Model:** Getting started.  **Myers-Briggs test:**  Determining our personalities and communication styles for career success.  Discussion of past tests and how they helped with clients and co-workers. | **Case One:**  *Oxbow Public Market* [www.oxbowpublicmarket.com](http://www.oxbowpublicmarket.com) will be presented on 2/2  Oxbow as a product, service, and experience  **Read:**  https://www.usfoods.com/our-services/business-trends/hail-the-food-hall.html  **Read:**  2022 Hiring Trends: Monster’s Predictions for the New Year (posted on **BB)** | **Case One team:**  Submit template by noon on 2/2  **Myers-Briggs Test:**  Take the recommended test (link) and submit results to Prof. Tush |
| Week 4  2/2 | **Case One:**  Presentation of **Oxbow Public Market**. What is the “product,” the “service,” the “experience”?  **Client Project:**  Problem and Opportunity Statement, SIPM elements continued.  **Career prep:**  “A day in the life of a PR practitioner” and “A week in the life of a PR practitioner” | **Prepare** your top 10 salary questions and submit them to Professor Tush by 2/7 |  |
| Week 5  2/9 | **Client Project:**  In-class work SIP model elements: on research questions and methodologies.  **Career Prep: What constitutes your salary?** We will preview the latest *PR Week* Salary Survey (if available at this time) and get started discussing salary/negotiations. Compensation is more than just salary. | **Read**: **“How to Job Search in the Age of Covid-19,” Forbes** <https://www.forbes.com/sites/melodywilding/2020/04/27/how-to-job-search-in-the-age-of-covid-19-according-to-a-career-coach/?sh=344a06b85e33>  Review https://study.com/academy/lesson/telephone-communication-etiquette-tips.html | **Determine:**  What salary will you need when you graduate from college? Approximate your fixed expenses (rent, utilities, car payment, insurance, etc.) |
| Week 6  2/16 | **Client Project:**  Launch primary research, in-class focus group. SWOT methodology introduced.  **SWOT Analysis:**  Compile an overview for 2nd South Market  **Career Prep:** Interviewing strategies; mock interviews; dress for success | **Case Two:**  *GoPro and BASE jumping* will be due 2/23  **View:**  View YouTube videos on BASE jumping off Perrine Bridge (Twin Falls, ID)  **Read:**  https://expandedramblings.com/index.php/gopro-facts-statistics/  https://www.statista.com/topics/2713/gopro/#dossierKeyfigures  Be sure to review SWOT analysis portion of the SIP model  **Write:**  A 2- to 3-page analysis applying the SWOT analysis to our client due at the beginning of next class | **Finish:**  SWOT analysis for our client (due in class 2/23) |
| Week 7  2/23 | **Case Two:**  Presentation of **GoPro and BASE jumping**  What is important about the action camera maker and the overall market  **Career Prep:**  Managing workflow and managing your boss. Setting expectations (yours and others) and meeting deadlines. | **Sign-up:**  Register for free subscription to PR Week. Review items under the “in-depth” tab and gather an item of interest to share at next class. | **Review:**  PR Week for shareable item |
| Week 8  3/2 | **Midterm:**  - job interviews  - case analysis  Confess your job fears (in breakout rooms)  Review the SWOT analysis for 2nd South Market (from Week 6) | **Read:**  Monster’s “How to Show Candidates You’re Committed to Diversity and Inclusion in Hiring” posted on BB  **Read:**  [Reinventing the workplace for greater gender diversity](https://www.globalalliancepr.org/s/Reinventing-the-workplace-for-greater-gender-diversity-McKinsey-2017.pdf) by McKinsey & Company, posted on BB |  |
| Week 9  3/9 | **Client Project: Competitive Analysis.**  We will craft a competitive analysis on 2nd South Market that will help inform our strategies and tactics.  How teams should assemble the project and presentation roles. | **Case Three:**  *Twin Falls Economic Development* will be presented on 3/23  https://twinfallsidaho.org/  How does a region grow and remain/become relevant?  **Read:**  https://www.nlc.org/article/2019/07/12/5-low-budget-strategies-to-help-small-communities-boost-their-economies/ |  |
| Spring Break  3/13-20 | No Class on March 16. |  |  |
| Week 10  3/23 | **Case Three:**  Presentation of **Twin Falls Economic Development**. How do regions market themselves to attract businesses? We’ll find out from our Case Study team!  **Client Project:** Audiences and messaging will be reviewed as a whole, then teams will work on their elements of the plan.  The art of brainstorming. From little seeds come big ideas, anything goes, and Nerf balls. | **Read:**  Overview of the PESO Model posted on BB  https://zenmedia.com/blog/strategic-public-relations-planning-process-and-execution/ |  |
| Week 11  3/30 | **Client Project:** We will Zoom with our client to “tease” initial plan elements and course correct if necessary.  Review of the PESO model; how can it be applied to our client? | **Case Four:**  *Snake River Music Festival* will be due 4/6  https://www.snakerivermusicfestival.com/  **Read:**  https://www.uschamber.com/co/start/startup/family-businesses-that-made-it-big |  |
| Week 12  4/6 | **Case Four:**  Presentation of **Snake River Music Festival**.We will hear about the venue and improving and expanding the festival.  **Client Project**: Work on the final elements of your plan.  The art of presenting – tips to make the experience smooth and fun.  **Career Prep: Commencement is Approaching!** What steps should you be taking? Where will you live? How will you support yourself? Assemble a budget. | **Read:**  State of the Industry: Small Towns  https://www.epa.gov/smartgrowth/smart-growth-small-towns-and-rural-communities | **Group work**  **Determine:**  Review what you put together on Week 5. What salary will you need when you graduate from college? Approximate your fixed expenses (rent, utilities, car payment, insurance, etc.). What updates can you make? |
| Week 13  4/13 | **Client Project:** Pulling all the elements of the plan together; planning our client presentation.  Polish and perfect. |  | **Group rehearsals** |
| Week 14  4/20 | **Client Project:** Full dress rehearsal of our 2nd South plan. | **Fine-tuning:**  Revise where necessary and refine elements of the project and the presentation. |  |
| Week 15  4/27 | **Final Class Session**:  Client presentation plus parting words.  Sign-up for individual “summative” meetings for next week. |  |  |
| FINAL EXAM PERIOD  5/4,  7-9 p.m. | **Summative Experience:** Students will meet individually with Professor Tush to recap both career prep and client work. |  |  |

**Policies and Procedures**

**Communication**

Professor Tush is available during office hours and via Zoom calls during other hours. The best way to communicate with her is via email; please indicate in the subject line whether your query is urgent.

**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 by 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](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](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 Student Accessibility Services - (213) 740-0776*

[osas.usc.edu/](https://osas.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.

**About Your Instructor**

Lisa Cracchiolo Tush was once sitting where you are now as she was graduated from USC’s School of Journalism with an emphasis in public relations in 1984 and worked in Los Angeles for close to 20 years at four global PR agencies: Hill and Knowlton, Burson-Marsteller, Ketchum Public Relations and Ogilvy PR.

Much of her time was spent developing communications elements ranging from media materials to customer newsletters. She worked on numerous accounts including Bridgestone Tires, Epson Computers, Hilton Hotels, Metrolink commuter rail, and Star System ATM network. Additionally, she has experience in media relations and organizing special events.

In 2005 she obtained her teaching credential from Cal State L.A. and transitioned from PR to teaching language arts at the junior high level. She has taught at two LA-area Catholic schools for 10 years focusing on literary analysis and writing instruction.

Lisa volunteers at Cal Poly Pomona where she is an Executive in Residence in the business school. She works with students to prepare them for job interviews. She provides counsel on resumes, letters of recommendation, job selection, and interview skills.

She loves reading, traveling, cooking and watching HGTV. Her current favorite podcasts are *Were you raised by wolves?* and *My Favorite Murder.* She is an amateur travel writer and contributor to friends’ blog Playground-Earth.com.

**Read on for list of Cases of the Week**

**Cases of the Week:**

PR and advertising professionals are regularly asked to “bone up” on organizations, whether it be client research or internal. The industry standard for such reviews are called Case Studies and we will follow a prescribed method for compiling and presenting the information. All students will be expected to familiarize themselves with the cases listed below, but 4 people will vie for the opportunity to review and analyze one specific element of the respective cases as noted.

The following cases have been selected to help you better understand our client, the world’s largest producer of macadamia nuts (and a leading confectioner). One student will be assigned a general overview of the case, then 3-4 others will examine specific elements of the case as noted.

1. **Nestle**
   1. Maintaining its position as a leading confectioner
   2. Communication Materials
   3. Diversification (array of product lines)
2. **Patagonia**
   1. Outreach efforts with emphasis on sustainability activism
   2. Communication materials
   3. Products/sports
3. **Hawaiian Airlines**
   1. Post-Covid operations and outreach strategies
   2. Communications materials
   3. Positioning as a Hawaiian-based brand
4. **Imperfect Foods**
   1. Organizational background
   2. Fundraising efforts
   3. Brand stigma
   4. Post-Covid strategies

**\*Case signups will take place during the first class session, so read up and determine which you’d like to tackle. A Case Study Template appears on Blackboard.**

**SPONSORED STUDENT CLASS PROJECT NOTICE**

This course permits you, the student, to participate in a class project that has been sponsored by a private entity. The University encourages and supports your participation in this practical learning experience, but your participation in the course does not require you to participate in a sponsored class project. Prior to your participation in a sponsored class project, we would like you to carefully consider that your participation requires you to meet these conditions:

First, under USC’s Intellectual Property policy, you will not retain any Project Intellectual Property rights because the unit (School of Journalism) has already agreed to assign all Project Intellectual Property rights to the sponsor.

Second, your intellectual property rights with respect to the project will be assigned to USC.

Third, you may be subject to confidentiality requirements accompanied by personal liability should you fail to comply.

Fourth, if for any reason, you are not willing to be subject to these conditions, you may opt out of the sponsored class project before the project begins. The course instructor will provide an alternative project for you that does not require you to give up intellectual property rights