



**PR 529: Business and Economic  
Foundations for Communicators  
3 units**

**Spring 2022 – Wednesdays – 6:30-9 p.m.**

**Section:** 21531D

**Location:** ASC 240

**Instructor:** Laura Min Jackson, MSOD

**Office Hours:** Wednesdays from 5-6 p.m., or at mutually convenient time by phone or Zoom TBD. Please email for appointment at least 1 week in advance.

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

### **Course Description**

As public relations and advertising are evolving into disciplines that are central to the success of organizations of all types, practitioners increasingly need to be familiar with fundamental aspects of business and economics as they relate to the communication function. To be a valuable counselor to the executive management team and/or clients, practitioners need to be conversant in the language of the boardroom.

At the same time, changes in the media landscape and the rise of social media have created a dynamic employment market, lowering the threshold for entrepreneurially minded practitioners to build their own communication firms. This requires a solid understanding of media business models.

Whether they enter the profession as agency employees, corporate communicators, independent consultants or working in non-profit/NGOs or government organizations, today's practitioners must understand the fundamentals of how businesses operate and how the global economy affects their everyday work.

Guided by the principle of economic literacy, this course focuses on core themes related to the business and economics of public relations:

1. **Core economic principles** as they relate to the corporate PR/communications function. Students will examine the impact of macroeconomic developments on business strategy and communication programs of companies and other organizations. They also will learn the language and workings of the business media.
2. **"Business 101,"** the basic principles that govern businesses, including accounting, finance, human resources, operations, marketing and sales.
3. **Financial communications and investor relations** including basics such as quarterly earnings announcements and what constitutes a shareholder, but also spanning the lifecycle of a private enterprise from funding announcement to filing for initial public offering to quiet period. This section will discuss investor relations as a specialization of financial public relations. It will explore how the current financial communication environment has evolved in light of the corporate scandals of the early 21<sup>st</sup> Century.
4. **Media entrepreneurship**, exploring key entrepreneurial concepts relevant to the new media world. Topics include the entrepreneurial perspective, innovation theory, start-up strategies, business-idea evaluation, introduction to entrepreneurial finance and developing innovative media products and business models.

### **Student Learning Outcomes**

By the end of this course, students should be able to:

- a. Explain how corporations and various government institutions are impacted by major macroeconomic crises and understand the public statements issued by them in response
- b. Critique public statements on macroeconomic and microeconomic topics issued by corporations and government officials
- c. Converse with executives and journalists on basic macro- and micro-economic topics

- d. Execute basic financial communications such as Q&A documents and media pitches
- e. Explain how corporations (including start-up companies) are formed, capitalized and governed

### **Course Notes**

This course will have a letter grade. Please see the detailed Breakdown of Grade and Grading Scale below. All course materials presented, including slides, supplemental readings and detailed written instructions for all assignments will be posted on Blackboard; all assignments also will be discussed in class. Details of the text book used for this course are described below.

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.

### **Required Readings and Supplementary Materials**

- Ragas, Matthew & Culp, Ron: *Business Essentials for Strategic Communicators*, New York 2014
- Other readings will include handouts and articles provided electronically by the instructor and posted on Blackboard.
- Videos, podcasts and movies will also be part of the required materials. Details and/or link will be provided by the instructor and available via Blackboard.
- It is essential that students stay current with major economic and business events. Appropriate website and sources for this will be discussed in the first class. **\*\*You are encouraged to take advantage of the free subscriptions offered to all USC Annenberg students\*\***

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

#### **Participation in Class Discussions and Following the News (10% of grade)**

It is important to attend class and actively participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read/viewed the materials and be prepared to join class discussions, contributing questions and comments. Every week students will be asked to present communications cases related to major business and economic developments.

Classes begin promptly, so please arrive on time. 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. At the end of the semester, points will be allocated to students based upon:

- Consistent demonstration that they have read the material for scheduled class discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Following business events in the news and contributing to class discussion
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

### **Following a Publicly Traded Company (33% of grade, 325 pts total)**

Students will form into small teams dedicated to following designated publicly traded companies that have been organized into the “PR529 Index.” Teams will closely follow their respective company’s announcements, PR activities and news coverage relating to business developments. Examples include major personnel announcements, earnings releases, major transactions, and other material events. Throughout the semester, students will be asked to deliver presentations focusing on updates of their company’s performance and material events. Teams will develop and deliver three (3) presentations about their PR529 Company over the course of the semester, as follows:

#### **(3) Group Presentations: PR529 Index Company Analysis**

Student teams will present written and verbal analyses of their PR529 Index company, according to the topics and parameters detailed below.

- **Introductory Overview of the Company** (7-10 mins.), including general History, Operations and Key Operating Issues/Milestones and Current Fiscal Year Highlights (12 mins.)
- **Midterm Analysis & Presentation:** You will be asked to write a 4-5 page paper detailing ONLY the recent pandemic’s economic impact on the company, what has happened to its business, valuation/stock etc., supply chain impact, how they have reacted so far to the virus situation, what they have said or not said about it and how they’ve communicated with customers. Include reflection on how the media and Wall Street commented on the company’s stock performance, and what is the expected long-term impact or road to recovery. Make sure to include in-text citations and references. The paper should be emailed to the instructor directly. The student groups also will create a minimum 10-slide PPT presentation on the paper they developed on the company and present their analysis to the class.
- **FINAL GROUP PRESENTATION / Performance Summary** (20 mins.), Groups will be asked to develop and present summaries of their respective company’s performance over the period, recapping key activities, accomplishments and shortfalls, any operational updates or initiatives related to recovering from the pandemic impact, and thoughtful analysis on the degree to which an organization’s espoused mission, operating strategy and key messages/themes were sufficiently evident through its communications efforts (IR, content presented in owned channels (website, blogs, press releases, etc.), third-party media coverage, analyst reports, etc. Groups also will be asked to submit one specific piece of communication material that the company would use as part of their next quarterly earnings announcement. These could be CEO talking points, an infographic, a video, a full-page New York Times ad, Q&A document for investor call, etc. Teams also should provide the rationale for the content and recommended approach, based on your understanding of the company’s strategy and situation vis-à-vis the pandemic.

<b>PR529 Index Company Presentations – Evaluation Rubric for Overview &amp; Co. Analysis</b>			
<b>CRITERION</b>	<b>EXEMPLARY</b> 10-9 pts	<b>SATISFACTORY</b> 8-5 pts	<b>UNACCEPTABLE</b> 4-1 pts
<b>Relevance</b>	Contributions directly relate the company’s news to concepts and issues discussed in class, and highlight the PR implications.	Contributions directly relate the company’s news to concepts and issues discussed in class, and highlight the PR implications, but in some cases only.	Contributions do not directly relate the company’s news to concepts and issues discussed in class, and highlight the PR implications.
<b>Insight</b>	Contributions offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the topics discussed in class.	Contributions offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions do not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.
<b>Support</b>	Contributions support all claims and opinions with either rational argument or evidence.	Contributions generally support claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	Contributions do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

<b>PR529 Index Company Presentations – Evaluation Rubric for Final Analysis</b>	<b>Points</b>
<ul style="list-style-type: none"> <li>• Group produces sound, thought-provoking analysis grounded in research.</li> <li>• Thoroughly examines all pertinent aspects of the organization per the instructions.</li> <li>• Formulates innovative, valid conclusions grounded in empirical evidence.</li> <li>• Effectively delivers engaging, informative multimedia presentation.</li> <li>• All team members demonstrate familiarity with content and present competently.</li> <li>• Content is optimally structured and organized.</li> <li>• Delivers professional quality materials, free of grammatical errors, typos, etc.</li> <li>• Accurately cites all source material in accordance with APA style standards.</li> <li>• Meets all posted deadlines for project deliverables.</li> </ul>	<p>Exemplary 16-20 pts</p>

<ul style="list-style-type: none"> <li>• Group produces sound, interesting analysis grounded in research.</li> <li>• Examines most pertinent aspects of a given organization per the instructions</li> <li>• Formulates innovative conclusions grounded in sound empirical evidence.</li> <li>• Delivers engaging, informative multimedia presentation.</li> <li>• Some but not all team members demonstrate familiarity with content and present competently.</li> <li>• Content is effectively structured and organized.</li> <li>• Delivers reasonable quality materials with 1-4 grammatical errors, typos, formatting errors, etc.</li> <li>• Accurately cites all source material in accordance with APA style standards.</li> <li>• Meets all posted deadlines for project deliverables.</li> </ul>	<p>Satisfactory 10-15 pts</p>
<ul style="list-style-type: none"> <li>• Group produces less-than-sophisticated analysis grounded in research, or lacks research support.</li> <li>• Examines some pertinent aspects of a given organization without identifying a singular, clear purpose.</li> <li>• Delivers poor quality materials with 5+ grammatical errors, typos, formatting errors, etc.</li> <li>• Most team members do not demonstrate familiarity with content and/or do not present competently.</li> <li>• Paper/presentation lacks in the professional quality and standards expected of today's PR professionals.</li> <li>• Misses posted deadlines for project deliverables.</li> </ul>	<p>Unacceptable 0-9 pts</p>

**Peer Contribution (5% of grade, 50 points total)**

Each student will have the opportunity to receive up to 50 points assigned by their peers according to the value of their active participation and contribution to the PR529 Index presentations throughout the semester. Specific criteria will be discussed in class.

**Written Assignments (28% of grade, 275 pts total)**

Throughout the semester, and as outlined in the Course Schedule section below, students will be asked to write (2) three- to five-page papers on specific topics reflecting their comprehension of course content and their personal learnings and perspective, and a final summative paper that includes their reflections on the importance of financial literacy for communicators.

<b>Writing Assignment Rubric for Scoring</b>				
	<b>Exemplary (9-10 pts)</b>	<b>Proficient (6-8 pts)</b>	<b>Partially Proficient (3-5 pts)</b>	<b>Incomplete (1-2 pts)</b>
<b>Writing Mechanics</b>	No grammar, punctuation or sentence structure errors observed	Minor grammar, punctuation or sentence structure errors observed (max of 3)	Grammar, punctuation and/or sentence structure errors distract from overall quality and impact (4-5 errors)	Excessive grammar, punctuation and/or sentence structure errors (6+ errors)
<b>Structure</b>	Paper was well organized and	Paper was fairly well organized	Paper was mediocre in organization and	Paper was not well organized and

	flowed well.	and flowed reasonably well.	flow	flowed poorly.
<b>Organization</b>	Ideas were clear, well-devised, and had solid structure. Reader could readily follow along and understand content.	Ideas were fairly clear, demonstrated forethought, and were structured. Reader could more or less readily follow along and understand content.	Ideas were not as clear as they could have been, were average in development. Had mediocre structure such that reader might have trouble understanding the paper's content.	Ideas were unclear and/or not well-devised Poor structure resulted in reader not easily understanding the paper's content.

**Quizzes (10% of grade, 100 points total)**

At two points in the semester (towards the middle and the end) students will complete an in-class quiz requiring short written answers to questions on topics covered in class. A study guide will be provided prior to each quiz.

**LinkedIn Learning Courses (5% of grade, 50 points total)**

During the semester, students will complete one LinkedIn Learning Course from an approved list in their own time. These must be completed by Week 12 of the course at the latest. Sending the instructor the course completion certificate indicating completion of the course will automatically qualify the student for the grade allocation.

**Experiential Assignment (10% of grade, 100 pts total)**

**"PARTNERS" – Experiential Learning on Balance Sheet Management**

Students will be randomly assigned into small teams as partners in managing their own simulated PR agency's Profits & Loss (P&L) Balance Sheet on an ongoing basis. Events impacting each agency's projected P&L in the form of revenue additions and/or losses will be regularly divulged, requiring teams to engage in ongoing calculations and strategic business decision-making. Periodic performance updates will be required, including regular submission of updated P&Ls and a "Year In Review" summary presentation by each team, to be delivered in Week 14. An Excel template will be provided by the instructor and maintained by each team of Partners. Audits may occur periodically and without prior warning, so files should be kept updated every week.

<b>"PARTNERS" Experiential – Evaluation Rubric</b>			
<b>CRITERION</b>	<b>EXEMPLARY</b> 10-9 pts	<b>SATISFACTORY</b> 8-5 pts	<b>UNACCEPTABLE</b> 4-1 pts
<b>Quality</b>	Balance sheet is complete, updated, accurate	Balance sheet is partially incomplete with no more than 2 errors, defined as either missing either a key data point or having a calculation error	Balance sheet is woefully incomplete, missing more than 3 data points and/or having more than 3 calculation errors

## Grading

### a. Breakdown of Grade

Assignment	Points	% of Grade
Class participation/Following the News	100	10%
Presentation #1 Introductory overview of the PR529 Index company you follow	50	5%
One written paper on a business issue with communications implications	50	5%
Written Analysis on the PR529 Index company you follow	100	10%
Midterm presentation of the PR529 Index company, how it was impacted by the COVID-19 pandemic, and its 6-month financial performance	150	15%
Midterm quiz	50	5%
One written paper on business ethics and communications	50	5%
“PARTNERS” Experiential Participation (semester-long)	50	5%
End of semester quiz	50	5%
Final Presentation	200	20%
Peer Contribution Points	50	5%
LinkedIn Learning Courses (1 to be completed)	50	5%
Final Summative Paper	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.

### c. Grading Timeline

The instructor’s general policy is to grade assignments within one week from the due date. On occasion, the instructor may inform the students that additional grading time is need.

### Assignment Rubrics

Rubrics for written and presentation assignments are included in this syllabus.

### Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a full grade deduction for each day they are late.
- B. Assignments must be emailed to [laurajac@usc.edu](mailto:laurajac@usc.edu) before the beginning of class on the day the assignment is due in a pdf, Word or PowerPoint format. The naming convention is YourLastName.AssignmentName For group assignments such as presentations, the naming convention is YourGroupName.AssignmentName
- C. All papers must include a list of references citing sources and citations whenever used

### 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: 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.

	<b>Topics/Daily Activities</b>	<b>Readings/Preparation</b>	<b>Deliverable/Due Dates</b>
<b>Week 1</b> <b>Date: 1/12</b>	Course logistics; Introduction to Business and Economic Foundations	Reading: Ragas & Culp, R: 1- <i>Why Knowledge of "Business 101" Matters</i>	
<b>Week 2</b> <b>Date: 1/19</b>	<b>Economics and Macroeconomic Indicators</b> Public Markets Overview  <b>Basic Financial Literacy</b> Communications initiatives	Reading: Ragas & Culp Ch. 2- <i>Economics and Economic Indicators</i> And Ch. 3- <i>Finance and the Stock Market</i>  OPTIONAL: Planet Money Podcast on Theories of Market Development: <a href="https://www.npr.org/2021/07/28/1021770148/planet-money-summer-school-1-the-stock-market">https://www.npr.org/2021/07/28/1021770148/planet-money-summer-school-1-the-stock-market</a>	Sort into groups for the PR529 Index and begin monitoring Index company performance; same groups will serve for the PARTNERS Experiential (continues semester-long)
<b>Week 3</b> <b>Date: 1/26</b>	<b>Economics History</b> The 1929 Stock Market Crash & The Great Recession of 2008 Fiscal Policy and Monetary Policy	Watch "1929 The Great Crash" – a video about the stock market in 1929 <a href="https://youtu.be/qlSxPouPCIM">https://youtu.be/qlSxPouPCIM</a>  Watch "Panic-The untold Story of the 2008 Financial Crisis" <a href="https://youtu.be/QozGSS7QY_U">https://youtu.be/QozGSS7QY_U</a>  OPTIONAL Watch "The Big Short" (paid streaming)	Paper #1: "Business Issues, Economic Uncertainty and Communications" Parameters discussed in class. See prompt on Blackboard.  PARTNERS Experiential (in-class)
<b>Week 4</b> <b>Date: 2/2</b>	<b>Corporate &amp; Consulting Structures &amp; Functions</b> - Introduction to corporations - Corporate functions and departments - Basic operating concepts and profitability models for	- Reading: "The Purpose and Objectives of a Business," P. Drucker, <i>The Essential Drucker</i>	Download and Review Corporate and Agency budget worksheets posted on Blackboard  Paper #1 DUE  PARTNERS Experiential (in-class)

	PR agencies and consultancies		
<b>Week 5</b> <b>Date: 2/9</b>	<b>Business Fundamentals (I)</b> Business principles; public and privately held corporate structures; corporate governance	Reading: Ragas & Culp, 7- <i>Corporations and Corporate Governance</i>	PARTNERS Experiential (in-class)
<b>Week 6</b> <b>Date: 2/16</b>	<b>Business Fundamentals (II)</b> Operations/manufacturing; Global operating considerations	Reading: "Good Business," K. Nelson, <i>The Manager's Bookshelf</i>  Listen: "Giant Pool of Money Parts 1-2," Planet Money podcasts	<b>PR529 Index GROUP "OVERVIEW" PRESENTATION:</b> 7-min. overview of your PR 529 Index company  See prompt on Blackboard.  PARTNERS Experiential (in-class)
<b>Week 7</b> <b>Date: 2/23</b>	<b>Finance &amp; Accounting</b> Accounting and Financial Statements; Balance sheets, cash flow, income statements Corporate Disclosure requirements	Reading: Ragas & Culp, 4-6 <i>Accounting and Financial Statements</i>  Reading: Ragas & Culp, 5- <i>The Law of Corporate Disclosure</i>  Reading: R&C Ch. 6: <i>Intangible Assets and Nonfinancial Information</i>  - Reading: "Is Enron Overpriced?" B. MacLean, FORTUNE  OPTIONAL Watch: <i>Enron. The Smartest Guys in the Room. 2005</i>	Quiz #1 in class  PARTNERS Experiential (in-class)
<b>Week 8</b> <b>Date: 3/2</b>	<b>Cryptocurrency</b> Fundamentals and considerations for future impacts on PR and Marketing	<i>Reading: "What is Cryptocurrency?" WSJ 120221</i>  Other articles for reading will be assigned by instructor  Listen: Planet Money podcast <a href="https://www.npr.org/2021/08/27/1031717918/planet">https://www.npr.org/2021/08/27/1031717918/planet</a>	PARTNERS Experiential (in-class)

		<p><a href="#">-money-summer-school-6-crypto-commencement</a></p> <p>OPTIONAL: Listen to the WSJ “Future of Everything” Podcast on Pyth:  <a href="https://www.wsj.com/articles/why-the-worlds-biggest-traders-are-betting-on-blockchain-data-11638803023?st=4j0b05jgnlch6uo&amp;reflink=desktopwebshare_permalink">https://www.wsj.com/articles/why-the-worlds-biggest-traders-are-betting-on-blockchain-data-11638803023?st=4j0b05jgnlch6uo&amp;reflink=desktopwebshare_permalink</a></p>	
<p><b>Week 9</b>  <b>Date: 3/9</b></p>	<p><b>Midterm Presentations</b></p>	None	<p>DUE: Written Analysis on your PR529 Index company and impact of the COVID-19 pandemic. See prompt on Blackboard.</p> <p><b>PR529 Index GROUP Midterm Presentation</b>  See prompt on Blackboard.</p>
<b>March 16 SPRING BREAK NO CLASS</b>			
<p><b>Week 10</b>  <b>Date: 3/23</b></p>	<p><b>Macroeconomics: Trade deals and tariffs</b>  PEST Analysis  Cross-cultural Considerations</p> <p><b>Business Strategy:</b>  What is strategy and overview of key concepts</p>	Articles for reading will be assigned by instructor	PARTNERS Experiential (in-class)
<p><b>Week 11</b>  <b>Date: 3/30</b></p>	<p><b>Marketing Strategy</b>  Market Segmentation, Target Selection, The “5 Cs” and the “4 Ps”</p>	<p>Reading: “Note on Marketing Strategy,” Robert J. Dolan, Harvard Business School, #9-598-061, Rev. November 1, 2000</p> <p>Reading: “The Dawn of Marketing’s New Age,” J. Gordon, J. Perrey, McKinsey Quarterly</p>	PARTNERS Experiential (in-class)
<p><b>Week 12</b>  <b>Date: 4/6</b></p>	<p><b>Entrepreneurship</b>  Opportunity Recognition, Starting a Company, Entrepreneurial</p>	<p>Reading: “The Art of Bootstrapping,” G. Kawasaki, <i>The Art of the Start</i></p>	<p>Quiz #2 in class</p> <p>Completion of LinkedIn Course due by this week</p>

	Finance; PR & Marketing in start-ups	Other articles for reading will be assigned by instructor	PARTNERS Experiential (in-class)
<b>Week 13</b> <b>Date: 4/13</b>	<b>Innovation Theory</b> Disruption, Innovator's Dilemma	Reading: Clayton Christensen, et al: "What is Disruptive Innovation?", Harvard Business Review, 12/2015  Reading: "Principles of Innovation," P. Drucker, <i>The Essential Drucker</i>	Summative Paper Parameters discussed in class (Due May 4)  PARTNERS Experiential (in-class)
<b>Week 14</b> <b>Date: 4/20</b>	<b>Business Ethics</b>	Reading: Clayton Christensen, "How Will You Measure Your Life?"	Paper #2: Business Ethics and Communications Parameters discussed in class.  See prompt on Blackboard.
<b>Week 15</b> <b>Date: 4/27</b>	<b>Purpose-Driven Communications</b> Corporate Social Responsibility B Corps DEI ESG	Reading: USC Center for PR: <i>Trends and Best Practices in Brand Purpose Communication</i> ;  Ragas & Culp, Ch. 8 <i>Corporate Social Responsibility</i>  Read	Paper #2 DUE  USC Course Evaluations due  PARTNERS Experiential (in-class)
<b>FINAL EXAM PERIOD</b> <b>Date: 5/4, 7-9 p.m.</b>	Final PR529 Index Company Presentations	Articles will be assigned by instructor.	Final supporting element of Final Project due before this class.  DUE Final summative paper. See prompt on Blackboard.

## Policies and Procedures

### Communication

I encourage you to contact me outside of class hours if you cannot meet during office hours, so we can arrange to connect. Please communicate with me to schedule meeting times via email, and make your request at least 24 hours before your requested meeting time. It is my intention to reply to any student emails within 48 hours of receiving them.

### 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.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](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; QualiTru Testing Systems 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.