

## **PR 209: Effective Writing for Strategic Public Relations 4 units**

**Fall 2022 – Wednesdays – 11 a.m. - 2:20 p.m.**

**Section:** 21073D

**Location:** ANN 413

**Instructor:** Lisa Cracchiolo Tush

**Office Hours:** by appointment

**Contact Info:** [tush@usc.edu](mailto:tush@usc.edu) or (818) 416-5626

### **I. Course Description**

This is the first course of a three-part journey that includes PR 351a and 351b.

PR 209 is an intensive, skills-based writing course designed and focused on preparing and writing materials for use in media relations. It also provides students with the following:

1. Familiarity with proper writing styles with sensitivity to the requirements of media and publications.
2. Competence in writing mechanics and grammar, headlines, labels, structure and the ability to express information clearly to the intended audience(s).
3. Familiarity with the Inverted Pyramid and prioritizing facts.
4. Ability to judge what constitutes news and the nuances of how it is defined by a wide variety of media.

### **II. Overall Learning Objectives and Assessment**

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

- Write with clarity, insight and skill.
- Judge the importance of information, set priorities and tailor writing to meet the needs of different media and reporters.
- Edit and proofread material so it is publishable.

Through in-class assignments and homework, students will learn to organize and plan their writing both with and without deadline pressure. Some assignments will cover the essentials of news and the basic building blocks of providing information; others will include elements designed to provide insight for working with the news media.

Students are expected to take on their assignments with a professional attitude and a willingness to learn new techniques. Writing solid media materials takes **practice** and hard work. \*\*\* Based on the progress of each student, certain exercises and/or assignments may be changed. \*\*\*

Classes include a weekly quiz and writing exercises. Some exercises take place during the class and are in addition to take-home assignments. Some writing will be on deadline, which is an essential skill for public relations.

### III. Course Notes

Copies of lecture slides, examples of assignments and additional tutorial material are typically uploaded to Blackboard but may vary weekly.

### IV. Description and Assessment of Assignments

**Homework:** Various readings, writing assignments (media materials), and/or research. Points are deducted for incomplete assignments and for AP (Associated Press) errors.

**Quizzes:** Based on readings, AP Stylebook, grammar, and proofreading. Answer keys are used to assess accuracy of quiz answers.

**Writing (in-class and homework):** Students will draft an array of writing assignments (media materials). Points are deducted for incomplete assignments and for AP (Associated Press) errors.

**Midterm exam:** There is both a “take-home” section and an “in-class” section of the exam; the “take-home” section is a writing assignment (create a news release and detailed fact sheet); the “in-class” section is a series of drills to test spelling, grammar, AP style, proofreading and writing assignments. Students must take both sections of the midterm to pass the class.

**Class participation:** Active response to readings, posing questions and comments.

**Final project:** See final project description attached to syllabus. Points are deducted for incomplete assignments and for AP (Associated Press) errors.

### V. Grading

#### a. Breakdown of Grade

Assignment	% of Grade
Homework assignments <b>(20-35 pts. each)</b>	15%
Quizzes <b>(points will vary)</b>	5%
Writing drills (in-class) <b>(20-35 pts. each)</b>	25%
Midterm exam <b>(200 pts.)</b>	20%
Class participation <b>(5 pts. per class)</b>	10%
Final project <b>(135 pts.)</b>	25%

Assignment	% of Grade
<b>TOTAL</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 Range (A = 95-100 A- = 90-94)	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; quote as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is. Made me want to keep reading! You will not get in the A range if you have any misspelled words.
B Range (B+ = 87-89 B = 84-86 B- = 80-82)	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.
C Range (C+ = 77-79 C = 74-76 C- = 70-73)	More than 5 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.

D Range (D+ 67-69 D = 64-66 D- 60-63)	More than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding or journalistic style/standards. Needs to work with writing coach.
Failing (F = 59 or below)	Late, not rewritable or no assignment turned in.

#### d. Grading Timeline

Graded **homework** assignments are due Mondays by 9:00 pm following each class session, though this may vary. Students can expect to receive their grades and feedback before the next class session. Graded **“in-class” writing assignments** are typically due by the end of each class session unless otherwise noted. Students can expect to receive their grades and feedback within one or two days of all submissions.

#### VI. Assignment Submission Policy

Assignments will be due via Blackboard as I designate each week. All assignments will be created in Microsoft Word. Assignments not following directions will be graded lower. If you are absent, you are responsible for submitting missed in-class assignments and homework when it is due. **Late assignments can only receive 50% of the allocated points. Assignments more than one week late will receive 0 points.**

#### VII. Required Readings and Supplementary Materials

1. *Public Relations Writing, Strategies & Structures* by Doug Newsom and Jim Haynes. Wadsworth/Thomson Learning. Eleventh Edition, 2016. (or other more recent edition)
2. *The Associated Press Stylebook and Briefing on Media Law*. **Latest edition required.**
3. Dictionaries and other writing references are indispensable.
4. It’s impossible to learn about writing and improve your writing skills without reading topical news and feature writing, and watching quality news broadcasts. Be regular readers of newspapers, magazines, trade publications, websites and other publications as required by assignment or your own interest. You should be familiar with <http://www.prnewswire.com> and <http://www.businesswire.com> and other press release services (See separate instructions on the PR 209 Blackboard page for free student subscriptions.)

#### VIII. 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 or call (213-740-5555).

## **IX. Add/Drop Dates for Session 001 (15 weeks: 8/22/22 – 12/2/22)**

**Link:** <https://classes.usc.edu/term-20223/calendar/>

**Friday, September 9:** Last day to register and add classes for Session 001

**Friday, September 9:** Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

**Friday, September 9:** Last day to change enrollment option to audit for Session 001

**Friday, September 9:** Last day to change a Pass/No Pass to a letter grade for Session 001

**Friday, September 9:** Last day to purchase or waive tuition refund insurance for fall

**Tuesday, September 13:** 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 7:** 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, November 11:** Last day to drop a class with a mark of “W” for Session 001

## **X. 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. More detailed lessons will be provided each week on Blackboard.*

### **WEEK 1: INTRODUCTIONS – FUNDAMENTALS OF PUBLIC RELATIONS WRITING (Aug. 24)**

- Introductions, detailed review of syllabus, texts, policies, and components of media materials. Review the PESO model (paid-earned-shared-owned), AP style (Associated Press) and the Inverted Pyramid.

#### **In-Class Assignment:**

- Interview a classmate and write a one-page bio (200 words) and submit by the end of this class.

#### **Homework:**

- Find two (2) news releases on the Internet. Identify what you believe to be the intended key messages. Write a brief report with your summary about the messages and the target audiences. Be prepared to come to class to talk about the key messages being conveyed.
- Readings: Newsom - Ch. 1 Public Relations and the Writer and Ch. 3 Writing to Clarify; AP Style - Punctuation Guide, A, B

### **WEEK 2: INVERTED PYRAMID, KEY MESSAGES, HEADLINES, LEADS, SUBJECT LINES (Aug. 31)**

- Review news releases. Discuss the Inverted Pyramid and why we use it. Where do third-party sources fit in to news releases? Citations, formatting documents, etc.
- Introduction of the final project - the information kit
- Quiz - homophones

In-Class Assignment:

- Review NY Times and WSJ for headlines, subheads and leads

Homework:

- Watch three separate morning, afternoon, and evening newscasts. Listen to one AM radio news show. Be prepared to identify the news anchors. Try to figure out if there are PR-generated news stories.
- Worksheet
- Readings: Newsom - Ch. 6 Research for the PR Writer and Ch.7 Writing to Persuade; AP Style - C, D, E, F
- Prep for guest speaker

**WEEK 3: UNDERSTANDING THE MEDIA LANDSCAPE AND THE ART OF PITCHING (Sept. 7)**

- An immersive discussion to understand how media outlets operate, what types of stories they look for, and how stories get chosen and created. Guest speaker: ANN media or a local editor/assignment desk editor.
- Quiz - AP style

In-Class Assignment:

- The art of writing a subject line
- Write three versions of an email subject line

Homework:

- Readings: Newsom - Ch. 9 Writing for Public Media and Ch. 10 Email, Memos; AP Style - G, H, I, J, K
- Write a headline and lead paragraph for each of two news events (Subaru and ball of lint)
- Begin thinking about the final project -- topics/subjects

**WEEK 4: WRITING A NEWS RELEASE (Sept. 14)**

- Discuss messaging and how it connects to audiences. What is the client trying to achieve?
- Quiz - AP style

In-Class Assignment:

- Components of a news release
- Begin a news release for Espacio Hotels (contact info., headline, lead graph).

Homework:

- Add a nut graph to the Espacio news release.
- Readings: Newsom - Ch. 4 Grammar, Spelling and Punctuation and Ch. 5 Social Media Writing; AP Style L, M, N, O, P

**WEEK 5: QUOTES AND STATEMENTS (Sept. 21)**

- No fluff allowed. We'll practice writing quotes for news releases and corporate statements in a variety of settings.
- Quiz - AP style

*In-Class Assignment:*

- Add a spokesperson quote to the Espacio news release.

*Homework:*

- Readings: Newsom – Ch. 8 Media Contact; AP Style Q, R, S, T, U, V

**WEEK 6: NEWS RELEASES, PART TWO (Sept. 28)**

- We continue to review examples and practice writing news releases. Discuss boilerplates.
- Using active voice rather than passive voice
- No quiz this week

*In-Class Assignment:*

- Add an elaboration graph and boilerplate to the Espacio news release.

*Homework:*

- For the MacArthur Fellowship awards (if announced by this date), write a headline, lead graph and nut graph.
- Readings: AP Style W, X, Y, Z

**WEEK 7: FACT SHEET (Oct. 5)**

- Review examples. Overview of press kits. How does a journalist use a kit? Which components are imperative and which are just nice to have?
- No quiz this week

*In-Class Assignment:*

- Write a fact sheet for the MacArthur Awards.
- Add a quotation graph, elaboration graph and boilerplate to the MacArthur news release.

*Homework:*

- Complete the “take-home” section of the midterm. Prepare for the “in-class: section. The “take-home” section must be submitted to Blackboard by the beginning of the next class. No late submissions will be accepted. Ask your questions before class ends because the instructor will not field any questions after the “take-home” section is made available online.

**WEEK 8: MIDTERM (Oct. 12) Fall Recess Oct. 13-14**

- Complete the “in-class” section of the midterm.
- No quiz this week

*Homework:*

- Readings: Newsom - Ch. 14 Crisis Communications

**WEEK 9: THE INFORMATION KIT – YOUR FINAL PROJECT (Oct. 19)**

- Review of the final project (elements and schedule of production)
  - Preview samples from past classes
  - Brainstorm appropriate companies and projects

- Writing “local-market” news releases. What are they and how do they differ from releases for national distribution?
- No quiz this week

*In-Class Assignment:*

- Research and propose three companies and newsworthy events/product introductions/partnerships, etc. You will write a one-page proposal for homework and defend why it’s an appropriate choice.

*Homework:*

- Finalize your proposal for the company you are choosing for your final project. Develop a list of elements (see syllabus) for your information kit.
- Write a complete “local-market” news release for one of the Fellows awarded the MacArthur Fellowship.

**WEEK 10: THE INFORMATION KIT – CONFIRMING THE PROJECTS AND ELEMENTS (Oct. 26)**

- Review selected companies and “announcements” for the final projects
- Problem-solve issues related to the projects, make adjustments, conduct additional research if necessary
- Quiz - AP style

*In-Class Assignment:*

- Begin writing the news release for your selected topic of your information kit (headline plus the first three graphs).

*Homework:*

- Complete the news release for your information kit.
- Do research for your information kit

**WEEK 11: FAQ and Q&A (Nov. 2)**

FAQ/Q&A --

- What’s the difference between the two and how are they used? We’ll review examples.
- No quiz this week

*In-Class Assignment:*

- Using key messages, write FAQ and Q&A documents on See’s Candies 100<sup>th</sup> anniversary.

*Homework:*

- Write an FAQ or Q&A document for your information kit.

**WEEK 12: SOCIAL MEDIA (Nov. 9)**

- Understand how to write for various social media platforms
- Quiz – AP style

*In-Class Assignment:*

- Create copy for several social media situations with time limits

*Homework:*

- Write the fact sheet for your information kit
- Listen to a podcast and write a fact sheet for the episode



### **WEEK 13: BIOGRAPHIES and Attracting the Media (Nov. 16)**

- Formal, fun and hybrid versions of biographies will be reviewed and written
- Review examples of media pitch letters and email subject lines.
- Brainstorm target media for a variety of pitch scenarios
- No quiz this week

#### **In-Class Assignment:**

- Write a formal official biography for a person of note
- Rewrite two pitch letters, correcting errors and enticing journalists to inquire more about the topic(s) being pitched.

#### **Homework:**

- Write a biography (with photo) for your information kit if you are including one. Continue to work on your information kit.
- Begin writing the strategy memo and PowerPoint deck for your information kit

### **WEEK 14: No Class (Nov. 23) Thanksgiving break**

### **WEEK 15: MEDIA ADVISORY (Nov. 30)**

- What are media advisories and how are they used? Discuss essential information that must be included in a media advisory (media alert) and how reporters/editors use them.
- Students to submit course evaluations

#### **In-Class Assignment:**

- Write a media advisory for one of several example events

#### **Homework:**

- Finalize your information kit; consider how it will be “packaged” for distribution to media outlets. Practice your 5 min. presentation using your PowerPoint deck

\* Students will submit USC course evaluations

### **STUDY DAYS: December 3 - 6**

### **FINAL EXAM PERIOD: PRESENTATIONS OF FINAL PROJECTS (Wed., Dec. 7, 11 a.m.-1 p.m.)**

- Final project due. You will present your completed kit to your classmates.

### **PR 209 FINAL PROJECT: Detailed information kit --**

You will prepare a detailed information kit (worth 135 pts.) on an organization or person of your choice. You are responsible for researching and writing all the material. All content must be original.

The topic may reflect the type of public relations you think you might be interested in. For example, if you're interested in corporate social responsibility, Tom's Shoes or Ben & Jerry's might be interesting organizations for you to examine. However, your kit should not be a mirror reflection of materials and strategies already employed by an existing company. Unless you

select or create a brand-new organization, you should not plan to prepare a corporate information kit. Rather, you should select some newsworthy aspect of that organization to highlight. For example, Starbucks' new philanthropy initiative (not real), or Lush Cosmetics' partnership with Time's Up (also not real).

Past topics include the following companies and their "news" –

- Sephora – new in-store recycling program
- Soho House – opening of a Palm Springs location
- Patagonia – promote its Worn Wear program
- Book publishing – promote new YA book by R.F. Kuang
- Oatly milk – Barista competition
- University Tees – opening of first brick-and-mortar location
- Warby Parker – promote children's eye exams in Philadelphia
- Baby Bullet food processor – host children and parenting information and a product fair
- Nike – promote partnership with NBA player Giannis Antetokounmpo and youth fitness

Writing should be your own. Your materials should not be a repackaging of information already created by another company. Please, no organizations or persons that are USC and/or campus-related.

**Required Elements – All kits must include:**

1. **Strategic-style memo** to the client/boss/instructor explaining the purpose of the kit and how it fits your overall public relations strategy. The memo should outline the details of your strategy, tactics, audience and distribution. Tell me what each piece is meant to accomplish, for whom and how that audience is meant to get your information. Maximum length: three pages. (15 points)
  - a. Include in your memo a list of all the other materials you would include if you were doing a complete kit. This list would include additional written sections, photos or graphics, etc. Include a sentence or two of description as needed. This is where you would demonstrate your grasp of strategy and how you would create a plan that goes beyond the basic requirements of the project.
2. A **news release** key to the specific purpose or topic of your final project (30 points)
3. A **fact sheet** of some kind, either about the organization, about the specific purpose or a topic that enhances your subject. Must be two pages. (20 points)
4. An **FAQ or Q&A** that could be published as a printed document or posted on a website. Choose the option that most fits your topic. Must be eight questions. (20 points)
5. A **PowerPoint or Keynote** deck that you will use to present to the class. The deck should provide contextual information to help your audience (your classmates) understand why you chose this topic, how it relates to the "bigger picture" of world news, and why it's newsworthy. It should be a maximum of 10 slides. Two of the slides should detail the items in your kit and the perspective you took with each one. You should plan to speak for 8-10 minutes on Zoom. (10 points)

### **Additional Elements:**

In addition, the kit **must** include **two** additional elements (20 points each). Among your options:

1. **Pitch letter.** One page in length.
2. A **formal bio** with **photograph** of the subject. No more than two pages.
3. An **additional fact sheet.** It must be completely different than #3 in the required elements. Do not have any duplicate information from your required fact sheet. One to two pages in length.

### **Important!**

- Clean copy is a must. Your grade will be lowered if your copy is sloppy.
- Showcase substance. Visuals are an important element, but don't try to hide a lack of substantive copy with overuse of visuals. Visuals should complement the story, not overpower it.
- When I say one page or two pages, they must be FULL pages.
- Documents should be created in MS Word and be 1.50 line spaced, with one-inch margins on all sides.
- All materials must be uploaded to Blackboard no later than 8:00 am the day of the presentation. No email submissions allowed.
- Please do not plagiarize. Acceptable: You may borrow basic template language about an organization like the company boilerplate. Unacceptable: You may not copy and paste an interview that exists online and pass it off as your own.

## **XI. Policies and Procedures**

### **Additional Policies**

The following policies and recommendations are intended to provide guidance to students while also establishing a consistent, campus-wide set of standards for accommodating and responding to some of the common issues that may arise from remote learning.

### **What You Can Expect From Me**

- I come to class each week with enthusiasm and a strong desire to help you learn. My goal is to help you prepare for the world of PR.
- I am open to your questions and welcome the opportunity to discuss any issues concerning you. Please let me know what is on your mind.
- When you get an assignment back from me, you'll have a good idea why you earned the grade you did and what can be done to improve your writing. However, if things are not clear, let's talk. The more discussion, the better the understanding.
- This syllabus is a general guideline for what we will cover during the semester. Other assignments, such as written homework and class projects, will be given as needed. In addition, we will have in-class writing most weeks.

- I'll guide you along to improve your writing, but feel free to help guide our discussions. Bring to class your questions, observations and opinions about how you see the role of public relations at work in the real world. Our most pertinent and interesting class time will come from what's happening in our world today.

### **What I Expect From You**

- Our class starts on time. I expect you to be present and ready to engage!
- Assignments are due to me at the designated date/time. All assignments must be complete and typed. Assignments completed not following directions will be graded lower. If you are absent, you are responsible for getting me your homework by the due date/time. **Late assignments are accepted but will have points deducted.**
- All assignments must have your name at the top. Save all documents in the following format (first name, last name, name of assignment) **example: Susan Smith MacArthur news release or Susan Smith pitch letter**
- There will be no make-ups for the midterm. There will be no extensions for the final project. You must complete and submit the midterm and final project to pass the class.
- If you miss class, please get notes and assignments from the weekly folders on Blackboard. I do not email notes or handouts.
- Class participation is expected and will help your final grade. Everyone is expected to contribute. Lack of participation will reduce your participation grade.
- No texting or any use of cell phones or other forms of electronic communication during class. Doing so will negatively impact your grade as it will distract you and me from our lesson.
- There should only be one discussion going on at a time in class. Paying attention to the speaker, whether it is the instructor, fellow student or guest, is a sign of respect and professionalism. Disruptive behavior, such as talking out of turn and carrying on side conversations, will negatively impact your grade.
- The syllabus is our guideline and will change during the course of the semester to accommodate current events and speaker schedules.
- Please check Blackboard regularly for updates on homework and assignments. And check your USC email account, which is how I will communicate with you.

### **Annenberg Media Guide to Thoughtful Language:**

Check Blackboard for this document and refer to it as necessary throughout the course.

### **Communication**

I am always available to speak with students to answer questions, review assignments, or share career advice. Please contact me by email to set up a time to talk via phone or Zoom. I do my best to reply to all emails the same day but please allow 24 hours.

### **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 one percent (1%) 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 submit it to the instructor to sign by the end of the third week of classes. The student must then 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](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*  
<https://eetix.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

Support and accommodations for students with disabilities. Services include assistance in providing readers/note takers/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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

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.

*Annenberg Student Emergency Aid Fund*

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

## **XII. 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](http://Playground-Earth.com).