PR 522: Storytelling with Data Intelligence
3 Units

Fall 2022 – Wednesdays – 6:30-9 p.m.
Section: 21315D
Location: ASC 331

Instructor: Dave Quast
Office Hours: Wednesdays from 5:30-6:30 p.m.
or by request via Zoom
Contact Info: quast@usc.edu/917.434.9429

Course Description

We are entering a new era where knowledge extraction from data is a new norm in every sector of public relations and advertising. From media relations to issues management to creative testing, we rely on data, more precisely stories crafted from some forms of data. The ability to create compelling and accurate stories from a variety of data types and to overcome analytic challenges is a must. This course is designed to train students to obtain the skill sets and data-confidence in this new era of communication. This course will provide the foundations of quantitative research, the basics of storytelling with data, and critical thinking skills in public relations, advertising, and related fields. This course is a building block for the subsequent classes in our research track and professors in the subsequent research courses will assume that students have mastered all the knowledge and skills taught in this sequence.

There are three parts to the course: Introduction to fundamentals of storytelling with data intelligence, storytelling with traditional research methods, and storytelling with emerging research methods. In the first part, we will discuss the changing world of public relations, advertising, and related fields and how the paradigm is shifting to data-driven approach and what it means to professionals. We will also overview the basics of quantitative data analysis and what makes good research questions. In the second part, we will cover how to do storytelling with traditional research methods and get a hands-on experience by working in groups to develop a research-based storytelling project. In the third part, we will shift our focus to how to craft a story using emerging research methods such as web and social media analytics, location mapping as well as data visualization.

Overall Learning Objectives and Assessment

Upon completing this course, students should be able to demonstrate key knowledge and capabilities, including:

- Articulating the role and importance of data literacy and storytelling in public relations, advertising, and related fields
- Being able to ask good questions and demonstrating appropriate problem-solving skills
- Have a fundamental understanding of basic statistics and data literacy
- Demonstrating an ability to evaluate and synthesize various data sets from traditional and emerging research, and to draw valid insights
- Demonstrating a basic level of proficiency with select data visualization tools
- Detecting stories from data and to draw contextually relevant insights
- Converting data/analytical results into compelling stories that should resonate with target audiences
- Effectively communicating data insights to target audiences
- Developing and practicing critical thinking skills

Course Notes

This course is web-enhanced, so in addition to in-class lectures and activities, WE 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.

Description and Assessment of Assignments

All assignments will be discussed in class, and detailed written instructions for each assignment will be posted in a corresponding folder in the "Assignments" section on Blackboard.

Case of the Week (COW) (10%)

Each student will make a one "Case of the Week (COW)" presentation and lead a discussion with the class (around 10-15 minutes) discussing a contemporary issue related to data storytelling. Detailed parameters and the schedule for presentations will be discussed in class. *An extra-credit Case of the Week will also be offered.*

Digital Lounge Workshop/LinkedIn Learning (5%)

Students will be asked to participate in asynchronous workshops provided by the Annenberg Digital Lounge and/or LinkedIn Learning on Excel skills and data visualization, as well as live/recorded "guest lectures/lecturettes." A detailed list will be provided.

Short Assignments (20%)

There are four short written assignments designed to evaluate your understanding of, and your ability to apply, course content. You'll receive a handout describing the details of the task and a grading rubric that will explain how the assignment will be evaluated. In addition, quizzes and in-class projects will affect your participation grade.

Midterm Exam (20%)

The midterm exam will feature a variety of essay, short answer and multiple-choice questions. It will be administered onBlackboard during our class session.

Quiz (5%)

There will be one in-class quiz on statistical reasoning during the second half of the semester.

Final Project: Group research project, presentation, and report (30%)

The final project in this course is a **group research project**. Together with your group, you will produce your own empirical study of some aspect related to a "client" that will be chosen during our second class meeting: a company, a product, a brand, a non-profit, or an issue. This project includes several components: 1) A 3-5 slide project plan/presentation including research objectives and ongoing individual contribution updates; 2) a persuasive final group presentation that tells a "client" a data-focused story that reflects analysis of primary quantitative research results (based on an original survey developed and conducted via Qualtrics) and primary qualitative research results, and 3) a sophisticated 15-20 page group research report advocating for a course of action for a "client" based on your group's primary and secondary research, providing more detail and data than was possible in the client presentation.

Both the in-class presentation and the written parts of the assignment that will be graded both on the quality and thoroughness of information and thought presented as well as innovation and quality in presentation style (e.g., use of multimedia, PowerPoint/ Keynote/Prezi, clarity, visual impact). You will receive a single group grade for the project, however your individual grade on the project will factor-in evaluations of your individual contribution to the final projects. You will have an opportunity to evaluate your group members— each group member is expected to make a strong contribution.

Participation (10%)

All students are expected to participate in Class Discussions so as to contribute to one another's learning. Participation will be scored based upon the following:

▪ Demonstrating understanding of class materials
▪ Speaking with supporting ideas or facts
▪ Asking thoughtful or challenging questions that further the scale and/or scope of the discussion
▪ Showing respect for fellow students; disruptive behaviors will negatively affect participation grade
▪ Offering relevant, original, and/or thought-provoking ideas on the discussion topics

It is expected that students will make every effort to attend all classes/class sessions, although we recognize that personal circumstances may arise that preclude class attendance. In such circumstances, the student is responsible for notifying the instructor as soon as possible, obtaining the materials presented in missed classes and for submitting all assignments on time, regardless of attendance. When possible, the class lectures will be presented and recorded on Zoom so that students who are unable to attend live in-person can access the content.

Note that full engagement during class, and <u>participation in class discussions and presentations</u>, is essential and can significantly influence your final grade.

Grading
a. Breakdown of Grade

Assignment	Points	% of Grade
Case of the Week	100	10%
LinkedIn Learning/Digital Lounge Write-up	50	5%
Assignment #1 – Secondary Research: How Americans Use Time (Infographic)	50	5%
Assignment #2 – Developing Objectives and Situation Analyses Using Secondary Research	100	10%
Assignment #3 – Writing Effective Survey Questions in Qualtrics	25	2.5%
Assignment #4 – Focus Group Participation and Reflection	25	2.5%
Midterm Exam	200	20%
Quiz: Statistical Reasoning	50	5%
Final Group Presentation	100	10%
Final Group Report	200	20%
Class Participation	100	10%
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

Please note that there is no rounding up. Grades are based on the final product and the student's ability to meet the requirements set by the instructor and specified in this syllabus. All graded materials must be submitted on time, and meet specific standards for professionalism and quality. Higher grades are reserved for exceptional work.

"A" projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

"B" projects have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

"C" projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

"**D" projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

"F" projects are not rewritable, late or not turned in. A grade of F also will be assigned for any plagiarized and/or fabricated material that is submitted.

Please note that there is no rounding up. Grades are based on the final product and the student's ability to meet the requirements set by the instructor and specified in this syllabus. All graded materials must be submitted on time and meet specific standards for professionalism and quality. Higher grades are reserved for exceptional work.

d. Grading Timeline

Whenever possible, feedback and grades on Individual Assignments will be posted within one week after the submission deadline and grades will be communicated to students. Verbal feedback on Group Presentations will be provided immediately following the presentations themselves, and scores will be provided within one week.

Assignment Rubrics

Presentations (Midterm and Final)
1. Evidence of presentation team's preparedness and familiarity with content
2. Being on strategy/on-task/fulfills project objectives
3. Strategically Sound Situation Analysis, Cohesive Presentation, Data-supported Storytelling
4. Quality of slides (graphically appealing, brand-appropriate, error-free, appropriate use of data viz)
5. Quality of commentary (well-informed, thorough, compelling conclusions)
6. Professionalism of presentation team and appropriate engagement/rapport with audience
7. Quality of Q&A (demonstrating knowledge beyond slide content to answer questions)

Final Group Report

1. Appropriateness of the research questions and/or hypotheses
2. Sufficiently detailed findings
   a. Use of appropriate data analysis and accurate results reporting
   b. Compelling use of data visualization and storytelling techniques
3. Invigorating discussion of research findings and sound practical implications
4. Well-proofread and edited with no GSP (grammar, spelling or punctuation mistakes)

Assignment Submission Policy

- All assignments are due on the dates specified. ***Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F. This includes the final project.*** There is no extra credit in this class.
- Assignments must be submitted via email to laurajac@usc.edu
- **Written assignments should be delivered in Microsoft Word or a similar program** that allows the instructor to make comments in the document.
    - **Presentations,** including the individual COW, infographics assignment(s), and the Midterm and Final Group Presentations **should be submitted as physical PDF attachments.**
    - **NOTE**: even if a group chooses to host their presentation on a cloud-based system (i.e. Google slides, Canva, etc.), a PDF of the final materials should still be emailed as a physical attachment by the designated due date. Providing links without physical attachments will only delay grading feedback and may result in an overall lowered score for the respective assignment.
- All documents must use the following naming convention: Studentlastname.AssignmentName
- Written assignments will be graded for *content* (a demonstrated understanding of the material) *and for quality of writing*. It is recommended that you proofread your written work carefully before handing it in, and not rely only on apps (Word Spellcheck, Grammarly et. al) as grammatical and contextual errors may occur. Many graphics and survey software programs lack sufficient proofreading functionality, which is another reason to manually proofread your materials before submission. As noted in the previous section of this syllabus, typos or writing quality that makes reading the work difficult will result in a lower grade.

Required Readings and Mandatory and Voluntary Supplementary Materials

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

Required Text: Weiner, Mark et. al. *Communicator's Guide to Research, Analysis and Evaluation,* Institute for Public Relations Measurement Commission (2021). Provided gratis and posted on Blackboard.

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

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

Add/Drop Dates for Session 001 (15 weeks: 8/22/22 – 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 change enrollment option to Pass/No Pass or Audit 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, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]
Friday, November 11: Last day to drop a class with a mark of "W" for Session 001

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

	▪ **Topics and Activities**	**Readings and Related Content**	**Deliverable Due**
Week 1 Aug. 24	**Introduction** ▪ Introduction to the class and to each other ▪ Syllabus Review: The semester ahead ▪ The Importance of data literacy, research and storytelling in PR, Advertising, and Marketing Communication Fun With Data: Brand Storytelling Exercise (in-class)	Introduction to Driving Change Through Insight (Effective Data Storytelling, Ch. 1 by Brent Dykes, 2020) Irreversible: The Public Relations Big Data Revolution by Institute for Public Relations (2016)	Brand Storytelling Exercise report-outs
Week 2 Aug. 31	**Principles of Brand Storytelling** ▪ Principles of Effective Storytelling ▪ Brand Personality and Persona ▪ Fun With Data: Brands' use of data for storytelling (in-class) ▪ Introduction to LinkedIn Learning Menu ▪ Presentation of selected infographics ▪ **Final project groups assigned, first group meeting to determine project client**	Dykes, Ch. 3 Brand Personality (Building Strong Brands, Ch. 5 by David Aaker, 1996) Storytelling That Moves People by McKee (2003) The Essential Brand Persona: Storytelling and Branding by Herskovitz and Crystal (2010)	Assignment #1: Infographic **Groups meet and select Final Project client**
Week 3 Sept. 07	**Principles of Secondary Research** ▪ Methods & Tools ▪ Identifying and Locating Data Sources; Synthesizing Data and Drawing Valid Conclusions ▪ How Research Influences Strategy & Tactics, Goal-setting and Objectives **USC Library Resources** **Guest speaker:** Chimene Tucker, USC Annenberg Librarian	Dykes, Ch. 2 Brand–Consumer Storytelling Theory and Research: Introduction to a Psychology & Marketing Special Issue (2010) COW Preview	*Assignment #1 DUE* Assignment #2: Secondary Research & Situation Analyses

Week 4 Sept. 14	**Ethical Considerations in Research** ▪ Critical Thinking, Data Literacy and Misinformation ▪ Sound vs. Unsound Research Approaches Final Project group meetings	Dykes, Ch. 4 The Importance of Context in Storytelling (Storytelling with Data, Ch. 1 by Cole Nussbaumer, 2019) Building Brands Through Intrinsically Engaging Narratives by Brand Aviators (2016)	COWs
Week 5 Sept. 21	**PART 2: STORYTELLING WITH** **TRADITIONAL RESEARCH METHODS** ● Introduction to/Comparing Quantitative and Qualitative Methodologies ▪ Introduction to Measurement (levels of data, etc.) **Quantitative Research Methods** **Quantitative Research Methods** ▪ Purpose, Philosophy & Mechanics ▪ Survey Design & Writing Quality Questions ▪ Sampling Methodologies & Tools ▪ Probability & Nonprobability Sampling Size Guidelines & Calculators; Sampling Myths	Dykes, Ch. 5 "The Storytelling Power of Numbers," The Frameworks Institute (2014) (optional): Qualtrics BDP articles posted on Blackboard	*Assignment #2 DUE* Qualtrics training (in-class) COWs **Sign-up for Qualtrics Account**
Week 6 Sept. 28	**Quantitative Research Methods, cont.** Qualtrics walk-through **Content analysis**	PEW "How to Write Survey Qs" video http://www.pewresearch.org/fact-tank/2018/03/21/how-do-you-write-survey-questions-that-accurately-measure-public-opinion/	Assignment #3: Survey COWs In-class coding exercise **Take the VALS Test and submit results to instructor**
Week 7 Oct. 5	**Qualitative Research Methods** ▪ Purpose, Philosophy & Mechanics ▪ Methods & Tools: Focus Groups, In-depth Interviews ▪ Netnography ▪ Discussion Guide Development ▪ **Roles assigned for in-class focus group**	When Brands Take a Stand: The Nature of Consumers' Polarized Reactions to Social Narrative Videos by Milfield & Flint (2021) (optional) Excerpts, The Facilitator's Guide to Participatory Decision-Making by Kaner (2014)	COWs **Groups should have instructor-approved surveys in the field.**

		(optional) Excerpts, The Coding Manual for Qualitative Research by Saldaňa (2009) Review instructions for in-class focus group **Midterm Preview**	
Week 8 Oct. 12	**In-Class Focus Group**	Students will be assigned as group members or as clients, each with distinct responsibilities to be explained only to the group assigned.	Work on Group Project Study for Midterm COWs
Week 9 Oct. 19	**Midterm Exam**	In-class Midterm (on Blackboard)	
Week 10 Oct. 26	**STORYTELLING WITH EMERGING TYPES OF DATA: Moderated Marketing-Focused Discussion** • Measures of Audience Engagement • Analytics: Web, Search and Social Listening • Using Google Analytics • Critical Thinking and Drawing Conclusions • Principles of Sense-Making and 360-degree Thinking • Developing & Refining Insight-Driven Strategies • Location Mapping	The Brand Value Continuum: Countering Co-Destruction of Destination Branding in Social Media Through Storytelling by Lund et. al (2019) Empathy-based Marketing by Pedersen (2020) **Guest Speaker: Ashley Baxter, Founder, Baxter Digital Media Group** When maps shouldn't be maps by Matthew Ericson (2011) "Your apps know where you were last night, and they're not keeping it secret" in NYT (2018, Dec 10) **Guest Speaker: Kevin Hung, VP Marketing Solutions + Performance, Ticketmaster**	Work on Group Project COWs
Week 11 Nov. 02	• Using Data in Crisis Situations	**Guest Speaker: Ellen Barry, Founder and Principal, Tomten Group**	Work on Group Project COWs
Week 12 Nov. 09	**Data Analysis** ▪ Analyzing Survey Data in Qualtrics ▪ Confidence Levels & Projectability ▪ Interpreting & Presenting Data ▪ Exploring Storytelling Themes	Dykes, Ch. 7 & 8 **Guest Speaker: Su-Jung Kim** **In-Class Quiz (Blackboard)**	Work on Group Project COWs
Week 13 Nov. 16	**Case Study: Data Storytelling in the Entertainment Industry**	**Guest speaker: Sandy Padula, fmr. VP of Research, WarnerMedia**	COWs

Week 14 Nov. 23	**THANKSGIVING HOLIDAY**		
Week 15 Nov. 30	Course Evaluations ▪ Social Media Analytics: Overview ▪ Facebook/Twitter/Instagram/YouTube Analytics ▪ PR Tools - Brandwatch/Cision ▪ Location Mapping	Your Apps Know Where You Were Last Night, And They're Not Keeping It Secret NYT (2018) **Guest Speaker: Matthew Leveque, USC Annenberg**	**LinkedIn Learning Write-up Due** Work on Group Project COWs
Final Exam Period Dec. 07 7-9 p.m.	**Group Presentations** **Summative Experience** *FINAL EXAM PERIOD*		**Final Group Report Due**

Policies and Procedures

Additional Policies
- You are expected to be well prepared for each class meeting and to provide value to the class discussion.

- This course will feature robust in-class discussion, debate, simulations, and student presentations. The class will get to know each other as the semester progresses and a sense of camaraderie will hopefully emerge. You are encouraged to embrace the opportunity to share your professional goals and ambitions, as the class will be tailored to these needs as much as possible, particularly in the context of the final project.

- Expect to discuss a wide range of issues in class including those that are controversial and about which students (and the professor) may have strongly held, and possibly differing, views. There are virtually no topics off-limits as long as they advance understanding of the course material and as long as discussions are characterized by civility and mutual respect. You are expected to act as adults at all times, being courteous and sensitive to the interests of your fellow classmates.

- I do not wish to quell constructive conversation, drive groupthink or encourage homogenization of ideas or opinions. Sharing differing perspectives typically contributes greatly to personal understanding, growth and appreciation of similarities and differences, but the dialogue must remain as respectful and as inclusive as possible. I have a zero-tolerance policy on discussion that directly or indirectly endorses acts of racism, sexism, ageism, homophobia, or other behaviors against protected classes and/or that are in direct opposition to inclusiveness and a respectful learning environment.

- Students having any doubt or questions regarding assignments, schedules, etc. should consult this syllabus first, then check with fellow students and only then contact the professor if something remains unclear.

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. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, https://policy.usc.edu/research-and-scholarship-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
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
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
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://eeotix.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
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
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
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, 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
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-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://annenberg.usc.edu/current-students/resources/annenberg-scholarships-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.

About Your Instructor

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

I am currently Senior Vice President at crisis communications agency Red Banyan. I have led engagements in a variety of sectors including energy, industrials, professional services, financial services, health care, technology and non-profit.

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

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

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

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

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