**CMGT 541: Integrated**

**Communication Strategies**

**Number of Units: 4**

**Fall 2022 – Thursday – 2 pm – 4:50 pm**

**Section:** 21754D

**Location:** ANN L115

**Instructor: Marina Kosten**

**Office:** TBD

**Office Hours:** Thursdays 1 pm – 2 pm in person (Location TBD); Tuesdays or Thursdays by appointment via Zoom

**Contact Info:** Kosten@usc.edu

**Background Information**

The concept of integrated marketing communication (IMC) was introduced in the 1980s (Schultz and Schultz) and has since provided a *fluid* and *adjustable framework* for understanding and crafting a cohesive, unified, yet specialized and customizable, approach to marketing strategies.

The [American Marketing Association](https://www.ama.org/) defines IMC as “***a planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time***.”

In the simplest language, IMC is making sure that all the parts of the organization are acting in concert to ensure that a unified communication strategy consistently activates:

* The right consumer
* With the right (consistent) message
* At the right time
* On the right platform
* To efficiently advance them from learning about the product to buying (into) it

**Course Description**

This course provides an overview of foundational marketing principles and how they are applied through integrated marketing communications strategies and tactics.

We will learn to recognize, break down, optimize, and ultimately ‘conduct’ a bespoke Integrated Marketing Communication ‘symphony’ (plan) for an existing brand.

The class will be structured around the ‘6 Questions’ framework:

1. The right consumer – WHO?
2. With the right (consistent) message – WHAT?
3. At the right time – WHEN?
4. On the right platform – WHERE?
5. To efficiently advance them from learning about the product to buying (into) it – HOW?
6. And WHY? – the most important question of all

As the semester progresses, students will work in teams to create and develop their own integrated marketing plans for a specific brand based on principles learned during the course:

* Situation and SWOT Analysis
* Consumer research
  + A special emphasis will be placed on weaving general data literacy - in addition primary research - into various parts of this course. Data is the digital commodity without which marketing will struggle to be effective and efficient
* Brand positioning
* Creative strategy
* Promotions/PR integrations
* Media strategy – traditional, digital, social, e-commerce
  + Campaign objectives, management, and evaluation
* Additional emerging digital trends/platforms - Web 3, Metaverse, Blockchain, NFTs, etc

**Student Learning Outcomes**

During the course of the semester, students will work individually and as groups to design, construct, and present an integrated marketing communications plan for an existing

brand:

* Perform a situation analysis
* Perform a SWOT analysis
* Conduct qualitative interviews/observations around an existing brand
* Learn how to create quantitative survey research around an existing brand
* Compile qualitative research around an existing brand into a report/presentation
* Write a compelling brand challenge and positioning statement
* Define a target audience profile
* Create communication objectives for a campaign
* Plan a multi-pronged campaign plan
* Create marketing communications/executions based on campaign strategy and marketing roles
* Create an integrated media plan that combines traditional and social media to deliver the intended message
* Develop a campaign evaluation plan

**Course Notes**

**Class Participation**

Participation is a crucial part of all productive outcomes. Each person brings their own strengths to any environment they are in, regardless of their intra/extraversion. Participating doesn’t mean being the loudest person in the room, but instead it’s all about your contributions to the final result. In the context of this class, there are two levels of expected participation:

* Classroom – 10% of your grade will be based on my aggregate impression of your proactive participation and engagement. Consistent, enthusiastic, and frequent involvement will earn the full score. Intermittent, or occasional contributions will yield ½ of it, while being absent or disengaged will result in no participation credit.
  + You will be asked to establish, volunteer, and share your opinions when called upon. Learning to proactively lean into opportunities to speak-up will be an incredible asset to you professionally
  + You will be expected to support and/or respectfully challenge your classmates as they express their viewpoints. Creative friction helps generate good ideas and refine them into great ones
  + You will have to read/view/listen to the assigned materials before class, and be prepared to actively participate in discussions about these materials in class. Learning something well means that you can also teach it to others
  + We will have some remarkable guest speakers in our session. Your active attention and participation in these presentations not only shows respect and interest, but also is critical in learning how to interact with industry leaders and your future professional networks
    - You will be expected to look-up the background of each speaker before the session to help you engage with them and the content
* Team Projects – 5% of your project grade will be individualized based on your teammates’ perceptions of your contribution to the overall project.
  + As you will be given one collective grade for your team assignment, and each person will be asked to evaluate their teammates on their level of participation in the final deliverable
    - You will need to clearly define roles, allocate responsibilities, and deliver your individual contributions
    - Each person is expected to be responsible for their share of the overall deliverable
    - You will be also expected to support and/or respectfully challenge your teammates consistently though out the entire project term
      * Offering proactive and constructive feedback are paramount to successful results.
      * You are encouraged to seek and offer feedback as a team early and often – both internally and from me, if desired
      * Here are two good sources on tips to giving and receiving feedback
        + [Giving and receiving feedback](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback)
        + [How to give feedback](https://www.fastcompany.com/48238/how-give-feedback)
  + Each of you will rate your teammates on how much and how well they performed on assigned tasks, helped the team overall, and help each other. The rating scale will be – Excellent, Acceptable, or Poor. Your teammates’ scores will be averaged.
    - Doing your part/s proactively, enthusiastically and on time is deemed Excellent and will give you full credit
      * Going above and beyond could earn you another 2% extra credit for the project based on your teammates feedback
    - If your contributions are deemed to be Acceptable, you will receive 50% of the credit.
    - And if your teammates feel you let the team down with a Poor rating, you will earn no credit for this portion.
  + Remember that each person contributes in different ways when they are a part of the team. Learning about your participation style and how it integrates with the rest of your team is critical to your success and that of your team.

**Writing**

Great writing ability is something that a professionals work on throughout their careers. Communication references change as societies evolve, as companies adopt new tools, and as consumer behaviors and business languages shift. Being able to express yourself clearly and precisely, both in writing and presentations, is a fundamental skill of any good marketer.

While we will work together on honing the tone and language of your group presentations, but your individual writing assignments need to be well-researched, formulated, and written. They are expected to be error-free, grammatically correct, spell-checked and formatted. The ideas will need to be presented clearly, data cited appropriately, your opinions openly shown and defended throughout. Brevity and precision help you and your stakeholders get alignment.

USC has an excellent graduate writing support resource: <https://sites.usc.edu/graduate-writing-coach/>.

You can schedule an individual session with the coach, and we will have a mini-workshop in one of the early classes.

## **Policies and Procedures**

**a. Additional Policies**

**Attendance and Punctuality**

As we emerge post-pandemic, this class is designed to be in-person, unless University policies change. You are expected to come to class, be on time and be present.

Being late is disruptive to the class and will result in penalties. A 5 minute grace period will be given in the beginning of each class for unexpected circumstances only.

Being absent without proper excuse in not permitted. Students must notify the professor in advance of an absence, even if it is just before class starts.

Reasonable excuses (illness, family issues, emergencies, etc.) will be accepted, per University policies.

Two excused absences will be permitted, although due to the nature of the class schedule missing 2 classes can substantially hinder your learning experience.

* It is the students’ responsibility to make up the missed work, and seek class materials/notes from their classmates after an excused absence

Any unexcused absence will lower your final grade by one full grade. (For example, and “A” turns into a “B” and a “B” turns into a “C.”)

Two unexcused absences will result in a failing grade.

**Attention, Technology, and Screens in Class**

Students must be 100% focused on lectures, discussions or other in-class activities when in class. Presence of screens is distracting to everyone, and it is preferred that notes be taken by hand in notebooks (see tablets exception below).

The use of screens during the class time is based on principles of mutual respect and is strongly discouraged, except for designated times/activities.

* Laptops, phones, tablets or other devices may not be used in class without explicit direction from the professor
  + Tablets used for note taking with a stylus are permitted
* Texting, checking emails, visiting websites, using apps, etc. are not permitted in the classroom
* Permission may be granted for some use of electronics in some emergency situations, only after prior discussion with the professor

**b. Communication**

Please be proactive in every way you can, early and often. I am here to help you; don’t wait. In addition to the office hours, I will be available to you by appointment arranged via email. I will reply within one business day.

**Required Readings and Supplementary Materials**

For your major course project, you should be prepared to spend some funds to acquire additional materials which are not available through the University’s resources.

**Books:**

**Required**

* Barry, P. (2016). **The advertising concept book: Think now, design later** (Third edition). Thames & Hudson. ISBN-10: 0500292671 (E-version is available) [Amazon link to buy](https://www.amazon.com/Advertising-Concept-Book-Think-Design-dp-0500292671/dp/0500292671/ref=dp_ob_title_bk)
* Coughter, P. (2012). **The art of the pitch: Persuasion and presentation skills that win business**. Palgrave Macmillan. ISBN: 978-0230120518 (E-version is available) [Amazon link to buy](https://www.amazon.com/Art-Pitch-Persuasion-Presentation-Business/dp/0230120512)
* Hoyne, N. (2022). **Converted: The Data-Driven Way to Win Customers' Hearts**. Portfolio. ISBN-10 ‏ : ‎ 0593420659 [Amazon link to buy](https://www.amazon.com/Converted-Data-Driven-Way-Customers-Hearts/dp/0593420659)

**Additional (Recommended) –** Additional books which we will **NOT** read as a part of the coursem but you may want to explore on your own.

* Berger, J. (2013). **Contagious: Why things catch on.** Simon & Schuster. ISBN-10: 1451686587. (E-version is available). [Amazon link to buy](https://www.amazon.com/Contagious-Things-Catch-Jonah-Berger/dp/1451686587)
* Percy, L. (2018). **Strategic Integrated Marketing Communications** (Third edition). Routledge. ISBN-10: 1138056251. [Amazon link to buy](https://www.amazon.com/Strategic-Integrated-Marketing-Communications-Larry-dp-1138056251/dp/1138056251/ref=dp_ob_title_bk)

**Articles:**

Two case studies are available for purchase in this coursepack.

<https://hbsp.harvard.edu/import/973576>

* Deshpande, R., & Keinan, A. (2014). Brand and Brand Equity. [Link](file:///Marketing%20Reading/%20Brands%20and%20Brand%20Equity)
* Harvard Business Case: Dove: Evolution of a Brand [Link](dove:%20Evolution%20of%20a%20Brand)

Other readings, including articles from academic journals, may be specified in the week by week agenda below.

**General Reading:**

Consumers, markets, tastes, and technology are constantly evolving. Needing to stay on top of the trends and learning to anticipate shifts comes from consistent learning and curiosity, which are fueled by reading. In addition to the 3 required books, I strongly recommend that you also consume:

* Online blogs by prominent opinion leaders:
  + Scott Galloway, Clinical Professor of Marketing, NYU -<https://www.profgalloway.com/>
  + Shelley Palmer, Techn Strategy and Innovation - <https://www.shellypalmer.com/>
  + Evan Shapiro - Media Universe Cartographer - <https://www.linkedin.com/in/evan-shapiro-51bb361/>
  + Gary Vaynerchuk, Chairman, Vayner Media - <https://www.garyvaynerchuk.com>
* At least one news article daily focused on international affairs, U.S. domestic affairs: New York Times, Washington Post, Wall Street Journal, etc
  + Note: Free student subscriptions should available to the New York Times and the Los Angeles Times
* Business related magazines and blogs: Ad Age, Adweek, Brandweek, Forbes, Harvard Business Review, LinkedIn

**Description and Assessment of Assignments**

The course is organized around steps involved in creating and presenting an effective

integrated marketing communications plan.

The class will suggest and select 4-5 brands to focus on during the semester. Once the brands are chosen, the class will split into Brand Groups aligned with one of these brands. The course will be split between individual assingments and a group deliverable with a presentation; both will evaluate the same brand.

**Individual assignments (50%)**

1. Situation/SWOT Analysis - Description of brand’s current state and environment (10%)
2. Qualitative Consumer Research – Design, Execute, and Summarize (10%)
3. Book reactions – 5 Key takeaways to apply to your communication plan (15% total)
   1. Book 1 – 5%
   2. Book 2 – 5%
   3. Book 3 – Converted – 5%
4. Midterm Strategy Presentation – Incorporate the 2 assignments above into a comprehensive deck. Present in class. (15%)

**Team Marketing Communication Plan (30% for the Plan Deck and 5% for Presentation)**

Usign the individual assingments as potential building blocks, each Brand Group will select and compose one cohesive research-based chapter for your final project. Launching from that, you will work together to create an integrated plan and presentation keeping in mind the earlier ‘6 Questions’ framework:

1. The right consumer – WHOM are you targeting with your plan?
2. With the right (consistent) message – WHAT is your brand’s big idea that you are trying to communicate?
3. At the right time – WHEN are the conditions most optimal for you to reach your consumers?
4. On the right platform – WHERE are your consumers best reached?
5. To efficiently advance them from learning about the product to buying (into) it – HOW will your brand do all of this in the most optimal way, using realistic resources and budget constraints?
6. And WHY are the elements above going to give you the best outcome?

**Breakdown of Grade**

|  |  |
| --- | --- |
| **Assignment** | **% of Grade** |
| Individual Assignment 1: Situation/SWOT Analysis - Description of brand’s current state and environment | 10% |
| Individual Assignment 2: Qualitative Consumer Research | 10% |
| Individual Assignment 3: 5 Key Takeways from each Book – 3 versions | 15% |
| Midterm Strategy Presentation | 15% |
| Class Discussion Participation | 10% |
| Group Project Peer Evaluation | 5% (+2% extra credit) |
| Team Project: Integrated Marketing Plan Deck | 30% |
| Team Project: Integrated Marketing Plan Presentation | 5% |
| **TOTAL** | **100% +2% extra credit** |

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| 94 to 100%: A | 80% to 83.9%: B- | 67% to 69.9%: D+ |
| 90% to 93.9%: A- | 77% to 79.9%: C+ | 64% to 66.9%: D |
| 87% to 89.9%: B+ | 74% to 76.9%: C | 60% to 63.9%: D- |
| 84% to 86.9%: B | 70% to 73.9%: C- | 0% to 59.9%: F |

**Grading Standards**

Your work will be evaluated based on the following criteria:

* Adherence to the assignment specifications outline or rubric. These will be posted on Blackboard
* Demonstrated understanding of the task at hand, the purpose of the exercise, and how it fits into the overall Brand Strategy
* Individual assignments must have your own voice reflected in them, and not just recite what you’ve read
  + Citing your sources when needed in accordance to the University policies
  + Your creativity, originality and depth are critical
* Understanding of the foundational research and elevating that into original, creative, and cohesive recommendations.
  + Recommendations must be realistic and able to be reasonably implemented in today’s world, using today’s technologies, budgets, and guidelines
  + Always remembering the ‘Why?’ for your insights and recommendations
* Using each assignment as a building block in the grand Integrated Marketing Strategy for your Brand
* Sound grammar, punctuation, and structure

Each assignment will have a Project Specifications Outline and a rubric explaining

|  |  |
| --- | --- |
| **Letter Grade** | **Description** |
| **A - Extraordinary** | Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded. |
| **B – Thought, Initiative, and Creativity** | Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings. |
| **C – Getting By** | Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding. |
| **D – Bare Minimum** | Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding. |
| **F** | Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding. |

**Grading Timeline**

Students will receive timely feedback on all assignments and exams. Most often, you will receive your grade within one week of handing in the individual assignment.

Scores for all assignments and exams will be regularly updated on Blackboard.

You are responsible for notifying the instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

**Assignment Submission Policy**

All assignments must be emailed to [Kosten@usc.edu](mailto:Kosten@usc.edu)

All assignments are due no later than 11:59 pm (Pacific Time) on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will incur penalties:

* Individual Assignments
  + An assignment can be up to 3 days late, with a daily penalty of 10%
  + After 3 days and automatic F will be issued for that assignment
* Team Projects
  + Each team member will be penalized equally
  + An assignment can be up to 3 days late, with a daily penalty of 10%
  + After 3 days and automatic F will be issued for that assignment

PDF, Powerpoint, Keynote, or Word are preferred formats for assignment submissions.

* Use of Google Docs or Google Sheets is strongly discouraged for assignment submission as formatting and permissions may differ between students and instructor
* Use of Google Docs or Google Sheets is permitted for collaborative team work

**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

**Course Schedule: A Weekly Breakdown**The required weekly minimum out-of-class time commitment to this class is 8 hours (2 hours per week per unit). This is the time you will be expected to spend working on your homework, readings, writing, and group work.

***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.*

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| --- | --- | --- | --- |
| **WEEK #/DATE** | **TOPICS** | **ACTIVITIES** | **READINGS/ASSIGNMENTS**  **(To be read/prepared before class)** |
| Week 1  Date - 8/25 | Syllabus Introduction and Course Orientation | | |
| **WEEK #/DATE** | **TOPICS** | **ACTIVITIES** | **READINGS/ASSIGNMENTS**  **(To be read/prepared before class)** |
| Week 2  Date - 9/1 | * Syllabus Review * Introduction to Branding | * Brand Equity Exercise * Brands Brainstorm * Diverge/Converge * Select Brands and Teams |  |
| Week 3  Date - 9/8 | * Brand Equity * Introduction to Situation and SWOT Analysis * Mini Writing Workshop (3:30 pm) | * Identifying your brand’s key attributes * Defining competitive set * Defining the Brand Challenge * Ideate on the Brand Positioning Statement | HBR Article   * Deshpande, R., & Keinan, A. (2014). Brand and Brand Equity. [Link](file:///Marketing%20Reading/%20Brands%20and%20Brand%20Equity)   Book   * The advertising concept book: Think now, design later. Chapters 1 & 2. |
| Week 4  Date - 9/15 | * Consumer Research * Qualitative Methods * Quantitative Methods | * Sample Design * Qualitative and Quantitative questionnaire outlines | Book   * The advertising concept book: Think now, design later. Chapters 3-6   HBR Case   * Dove: Evolution of a Brand. [Link](dove:%20Evolution%20of%20a%20Brand) |
| Week 5  Date - 9/22 | * Dove Brand Case study * Consumer Research II * Focus Group fundamentals * Sentiment Analysis | * Discussion Guide * Qualitative and Quantitative questionnaire outlines | Book   * The advertising concept book: Think now, design later. Chapters 7-14   Article   * [Strategies for qualitative interviews (PDF).](https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf)   <http://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf> |
| Week 6  Date - 9/29 | Review of Foundational Building Blocks   * Preliminary Plan Presentation | * Guest Speaker 1 * <https://www.linkedin.com/in/adrianatrautman/> | Book   * The advertising concept book: Think now, design later. Chapter 15 * Art of the Pitch. Chapters 1-4   *Individual Assignment 1*   * *Situation/SWOT Analysis - Description of brand’s current state and environment (10%)* |
| **WEEK #/DATE** | **TOPICS** | **ACTIVITIES** | **READINGS/ASSIGNMENTS**  **(To be read/prepared before class)** |
| Week 7  Date - 10/6 | * How to write a creative brief | * Examining some creative briefs * In-class work session | *Individual Assignment 2*   * *Qualitative Consumer Research (10%)* |
| Week 8  Date - 10/13 | NO CLASS [Fall Recess: Thursday, October 13 and Friday, October 14] | | |
| Week 9  Date - 10/20 | * Media Planning 2 * Traditional Media * Social Media * E-Commerse * Web 3 | * Exploring and Structuring Media Mix * Guest Speaker 2   <https://www.linkedin.com/in/keithcwilson/> | *Individual Assignment 3a*   * *5 Key Takeaway from Book 1 - The advertising concept book: Think now, design later (5%)* |
| Week 10  Date - 10/27 | * Roles of: * Viral Content * Promotions * PR | * Exploring and Structuring Roles of Viral Content, Promotions, and PR into the Integrated Plan * Evaluating Plan for Budgetary Considerations | Newmeyer, C. E., Venkatesh, R., Ruth, & J. A., Chatterjee, R. (2018). A  typology of brand alliances and consumer awareness of brand alliance  integration . Marketing Letters, 29 (3), 275–283.  https://doi.org/10.1007/s11002-018-9467-4.  Video   * <http://marctothec.com/cultural-contagion-talk>   Book   * Converted. Chapters 1-10 |
| Week 11  Date - 11/3 | * DATA, Data, data, noise 3 * Types of data available * Deterministic vs. Probabbalistic * 1st Party vs. 3rd Party | * Guest Speaker 3   <https://www.linkedin.com/in/neilhoyne/>   * Devising a Plan for gathering and integrating data into the proposed plan * Determing what data will be required and available for Post-Campaign Analysis | Book   * Converted. Chapters 11-19 |
| **WEEK #/DATE** | **TOPICS** | **ACTIVITIES** | **READINGS/ASSIGNMENTS**  **(To be read/prepared before class)** |
| Week 12  Date - 11/10 | * Defining Campaign Objectives * Devising Campaign Evalaution | * Determing Appropriate KPIs * Identifying sources of data * Structuring Post-Campaign Analysis | Book   * Art of the Pitch. Chapters 5-8   *Individual Assignment 3b*   * *5 Key Takeaway from Book 1 - The advertising concept book: Converted (5%)* |
| Week 13  Date - 11/17 | * Tying It All Together | * Integrating All Pieces of the Campaign * Assessing it against the ‘6 Question’ Paradigm | Book   * Art of the Pitch. Chapters 9-11   *Individual Assignment 3c*   * *5 Key Takeaway from Book 1 - The advertising concept book: Art of the Pitch (5%)* |
| Week 14  Date - 11/24 | NO CLASS [Thanksgiving Recess: Wednesday, November 23 to Sunday, November 27] | | |
| Week 15  Date - 12/1 | * Final Workshop and Presentation Prep | | USC COURSE EVALUATIONS ARE DUE |
| STUDY DAYS  12/3-12/6 | NO CLASS – Prep For Final Presentation | | |
| FINAL EXAM PERIOD  Presentations 12/8 | Presentations | | |

**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*](https://policy.usc.edu/scampus/) in Part B, Section 11, “[Behavior Violating University Standards](https://policy.usc.edu/files/2020/07/SCampus-Part-B-2.pdf).” 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).

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy.

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, without approval of the instructor.

**b. Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/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.