

PR 508: Public Relations and Advertising Fundamentals and Strategy 3 units

Fall 2023 – Wednesdays – 5:30-8:00 PM

Section: 21496

Location: online

Instructor:

Office: Clarissa Beyah

Office Hours: *I will meet with students at the end of each class. Please let me know at least 48 hours in advance.*

Contact Info: Beyahc@usc.edu; 914-471-3229 (text)

Course Description

This course explores the contemporary practice of public relations, advertising and its expanding role in a broader strategic communication and digital environments. Emphasis is on strategy, critical thinking and problem-solving as these relate to communication challenges and opportunities. Students will also examine ethical, legal and theoretical concepts and frameworks related to persuasive communication and its practice today.

Student Learning Outcomes

By course end, the student should be able to:

- Explain modern-day public relations and advertising concepts and practices
- Practice critical thinking, strategy and campaign planning and integration in a communication context
- Demonstrate the capacity to extract actionable and defensible insights from research and information
- Apply an ethical reasoning method to public relations and advertising campaigns
- Explain why stakeholders, uncontrolled external factors and ethics are critical elements in campaign development
- Demonstrate the ability to strategically identify and address opportunities, challenges and key constituencies for a communication campaign
- Deconstruct and present a campaign analysis using the course integrated strategic planning model
- Develop and present an original, integrated campaign plan based on research, strategy and actionable insights

Description and Assessment of Assignments

Participation in Class Discussions (25 points)

You are expected to regularly attend and actively participate in classes, complete all required readings before each class session, and contribute to class discussions with comments and questions, both in live sessions and in asynchronous discussions. Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. At the end of the semester, you will be graded and awarded points based upon:

- Consistent demonstration that you have read the material for scheduled class discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstration of respect for fellow classmates, guest speakers and the instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning
- **Completion of WEEKLY Group work assigned in class—to be completed with your group before the next class. Group work is the largest part of your participation grade.**

Case of the Week

During the semester each student will present a Case of the Week (COW) and lead a class discussion on the topic. This involves quick identification and analysis of any current PR and/or advertising-related issue in the news. A sample Case of the Week format will be discussed the first day of class, at which time students will sign up for a presentation time slot. Note that your Case of the Week on your assigned date is due to the instructor via email no later than the Monday, 6 p.m. A detailed prompt will be provided on Blackboard – 20 points

Writing Assignments

Throughout the semester students will complete various writing assignments for the point values specified below. Detailed prompts for each writing assignment will be provided on Blackboard.

LinkedIn Learning Courses

To deepen the learning experience, students will be required to take three courses on LinkedIn Learning at different times during the semester. Each course must be related to topics covered in this class and must be at least 60 minutes in duration. Students have access to the full curriculum of LinkedIn Learning via USC Blackboard at no additional expense to the student.

Midterm deconstructive individual project

Select from recent history (i.e. the last two years) an event or situation having significant public relations or brand implications for an organization. Dissect and analyze your topic by writing a 10-12-page case study in which you follow the Strategic Integrated Planning Model, indicating: (1) how the organization appears to have addressed each step of the process; (2) your own analysis and commentary on each step of their approach; and (3) possible alternatives to that approach. Detailed assignment prompt will be provided on Blackboard.

Final Group Project

As groups, develop a 15-20 page, one-year integrated communications plan for a real brand, company, non-profit or organization of your choice (pending instructor approval), based on all elements of the Strategic Integrated Planning Model. This is a multi-week project in which each group will create proof-of-concept work in areas such as research, and prototypes of the actual campaign elements. Students are expected to utilize professional media and methods for their presentations. Detailed assignment prompt will be provided on Blackboard.

Grading

a. Grading Breakdown

Assignment	Points	% of Grade
Participation in class discussion and group work	20	10%
Case of the Week	20	10%
Strategy Paper	10	5%
Deconstruction paper 1	20	10%
Deconstruction paper 2	20	10%
Midterm project	30	15%
Assignment: PESO & Crisis Communication	10	5%
Assignment: Ethics/ Potter Box	10	5%
LinkedIn Learning Digital Workshops (3)	15	7.5%
Final Group Project	40	20%
Final Summation Assignment	5	2.5%
TOTAL	200	100%

b. Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B- (B minus)	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

c. Grading Standards

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

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

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

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

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

d. Grading Timeline

Unless otherwise specified, the instructor will grade and return assignments by the next class session.

Assignment Rubrics

Assignment rubrics will be included in each individual assignment prompts, which will be posted on Blackboard.

Assignment Submission Policy

- All assignments are due on the specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a full grade deduction for each day they are late.
- Assignments must be uploaded to Blackboard/Turnitin.
- All papers must be footnoted as appropriate, with a source page at the end.

Required Readings and Supplementary Materials

- A. Articles, Videos, Audio—Please refer to the *Course Schedule: A Weekly Breakdown* section below. Assigned articles will be available via the course’s Blackboard page or available by link in the *Weekly Breakdown*.
- B. Other Materials—Students need to closely follow current events, news, lifestyle and digital communication trends. Students need to read general interest and business publications, and are expected to bring to class stories relevant to what we are studying and discussing.

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 for Session 001

(15 weeks: 8/21/2023 – 12/01/2023; Final Exam Period: 12/6-13/2023)

Link: <https://classes.usc.edu/term-0231/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit: Tuesday, September 12, 2023

Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of “W” will still appear on student record and STARS report and tuition charges still apply.]

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, November 10, 2023

Course Schedule: A Weekly Breakdown

A weekly schedule of the topics, readings, and deliverables for the course.

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/Daily Activities	Readings and Homework	Deliverable/Due
Week 1 8/23	Course Overview <ul style="list-style-type: none"> • Introductions & syllabus review. What is strategy? Intro to the Strategic Integrated Planning (SIP) Model Intro to Case of the Week	<ul style="list-style-type: none"> • Kartje, R. (2022) <i>Caleb Williams Inc: How one family and a PR firm helped a USC QB build an NIL empire</i>. LA Times, July 29, 2022. 	
Week 2 8/30	PR & Advertising: <ul style="list-style-type: none"> • Historical context and evolution of PR and advertising disciplines. • Differences and convergence of disciplines, past and 	<ul style="list-style-type: none"> • Lukaszewski J. (1998). <i>How to Develop the Mind of a Strategist</i> • Cutlip and Center's Effective Public Relations (11th Ed.) – Chapter 1 	DUE: 2-3-page paper Role of strategy in communications, importance, current examples of smart strategy (either personal or in the news)

	<p>present; contemporary practices.</p> <ul style="list-style-type: none"> Agency vs. in house. Functions and teams. Structures & working environments. <p>SIP Model Concepts.</p>	<ul style="list-style-type: none"> Tenderich, B.: "The Strategic Integrated Planning Model explained" Watch: The Century of the Self - Part 1: "Happiness Machines" <p>Watch: Art & Copy film</p>	
<p>Week 3 9/6</p>	<p>Understanding Brands:</p> <ul style="list-style-type: none"> What is a brand? How does it differ from a company? Storytelling, fiction, role of brands in marketing communication. Brand characteristics: voice, tone, personality, values. Brand strategy; positioning class exercise <p>SIP Model Concepts</p>	<ul style="list-style-type: none"> How Brands Grow, Byron Sharp, Chapters 1- 2 Gaz, D. (2022) <i>Everything You Need To Know About Branding In 7 Easy Steps</i>, Forbes Positioning, Ries & Trout, Chapters 1-9 (optional) Watch: guest lecture on history of advertising Watch: guest lecture on branding & positioning 	<p>[Labor Day: Monday, September 4]</p>
<p>Week 4 9/13</p>	<ul style="list-style-type: none"> Critical thinking strategies and processes. Agenda setting. Framing. <p>SIP Model Concepts.</p>	<ul style="list-style-type: none"> Facione, P. (2010) Critical Thinking: What It Is and Why It Counts. <i>Insight Assessment</i> Boches, E. (2015) <i>The Insight. The Most Important Part of the Brief</i> 	<p>DUE: 6-8-page paper Deconstructive case analysis assignment using SIP (Part 1)</p>
<p>Week 5 9/20</p>	<p>PESO (Part I)</p> <ul style="list-style-type: none"> What is PESO? Paid media Earned media The importance of messaging SIP Model Concepts <p>Discuss midterm topics</p>	<ul style="list-style-type: none"> E-book: <i>The Evolving PR and Marketing Relationship</i>, June 2020 Tenderich, B. <i>Content Creation in Public Relations</i>. Kim, Carolyn (ed.); <i>Public Relations. Competencies and Practice</i>. 2019, Chapter 7; Watch: Guest lecture on ad strategy, insights, 4 Cs 	<p>DUE: Breakenridge, D. (2020) <i>Marketing Communications</i>. LinkedIn Learning</p> <p>DUE: Select midterm topic</p>
<p>Week 6 9/27</p>	<p>PESO (Part II)</p> <ul style="list-style-type: none"> Shared media Owned media Media planning & buying 	<ul style="list-style-type: none"> <i>What is owned media and why is it so important?</i> Indeed Editorial Team. Nov. 16, 2021 <p>Watch: Guest lecture on social media marketing</p>	<p>DUE: 6-8 page paper Deconstructive case analysis assignment using SIP (Part 2)</p>
<p>Week 7 10/4</p>	<p>Campaign Integration</p>	<ul style="list-style-type: none"> Cision (2019) Measuring PR's Impact: The Framework for Digital PR 	<p>Work on midterm case analysis</p>

	<ul style="list-style-type: none"> Overarching strategy considerations and creative synergy Campaign measurement and evaluation Campaign budgeting Presentation training	<ul style="list-style-type: none"> Econsultancy (2020) <u>30 brands with excellent social media.</u> Watch: Guest lecture on media planning & buying 	
Week 8 10/11	Midterm Presentations		DUE: Midterm papers and presentations due [Fall Recess: October 12-13]
Week 9 10/18	Communicating with key stakeholders <ul style="list-style-type: none"> Corporate Communication Employee relations/advocacy Issue campaigns B2B PR & advertising	<ul style="list-style-type: none"> Mihai, R. (2017). Corporate Communication Management. <i>Valahain Journal of Economic Studies</i>, 8 (2) The Journal (2022). <u>How Disney's CEO Got Caught in Florida's Fight Over Gay Rights.</u> WSJ podcast 	DUE: Complete LinkedIn Learning Workshop: <i>Learning Web Analytics</i>
Week 10 10/25	Crisis Communication <ul style="list-style-type: none"> Crisis types and characteristics Crisis strategies Open and closed systems Final project groups assigned	<ul style="list-style-type: none"> Page, J & Parnell, L. Issues Management and Crisis Communication. <i>Introduction to Strategic Public Relations</i>. 2018; Chapter 12, 300 – 324 Cutlip & Broom – Chapter 7, Systems Theory; Open and Closed Systems 	
Week 11 11/1	Ethics and ethical decision making; legal consideration <ul style="list-style-type: none"> How organizational values impact cultures and communication practices Ethical reasoning models Commercial speech vs. political speech	<ul style="list-style-type: none"> Robbins, T. (2021) <u>Why ethics matters in public relations.</u> Burrelles. Carveth, R., Ferraris, C., Backus, N.: "Applying the Potter Box to Merck's Actions Regarding the Painkiller Vioxx," in: Proceedings of the 2006 Association for Business Communication Annual Convention Gower, K. (2019) Legal considerations in PR. Kim, C. (ed.) <i>Public Relations Competency and Practice</i>, chapter 8, 97 - 114 	DUE: 2-3 page paper PESO strategy in response to current crisis communication situation DUE: Final group project topics. Submit to instructor for approval.
Week 12 11/8	Corporate Social Issue Engagement and Advocacy <ul style="list-style-type: none"> Brand purpose Diversity, equity, inclusion, access (DEIA) 	<ul style="list-style-type: none"> Forbes. <u>A Guide to DEI in Communications</u>, Oct. 21, 2020 The Journal. (2022) <u>Can my stock portfolio save the planet?</u> WSJ podcast 	DUE: 2-3-page paper Ethics case analysis using the Potter Box Model of Reasoning Work on final group project

	Environmental, social and governance (ESG) brands		
Week 13 11/15	International Public Relations and Advertising, Public Diplomacy	<ul style="list-style-type: none"> Page, J. & Parnell, L. <i>Public Affairs, Government Relations, and Political Communications</i>. Introduction to Strategic Public Relations. 2018; Chapter 15, 380 – 401 Page, J. & Parnell, L. <i>International Public Relations and Public Diplomacy</i>. Introduction to Strategic Public Relations. 2018; Chapter 16, 402-426 	DUE: LinkedIn Learning course: <u>Design a compelling presentation.</u> Work on final group project
Week 14 11/22	[Thanksgiving Break: November 22-26]		
Week 15 11/29	PR & Advertising Industries and Careers: <ul style="list-style-type: none"> Functions and roles Preparing for career Compensation Course evaluation	<u>PRWeek Salary Survey 2022</u>	DUE: Group project materials
Final Exam 12/6 4:30-6:30 pm	Summative experience		

Policies and Procedures

Communication

Students should feel free if needed to email or phone the instructor outside of class to ask questions, get assignment clarifications or to arrange a one-on-one meeting if not convenient during the instructor's normal office hours. Student inquiries will be responded to within 24-48 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 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only

be applied to one public relations or advertising class.

Statement on Academic Conduct and Support Systems

Academic Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to:

Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.
- Failure to disclose the use of generative artificial intelligence (AI) tools in completing assignments and assessments.

The USC Annenberg Public Relations and Advertising program views generative AI as an addition to USC's digital literacy tools that students are encouraged to experiment with and use inside and outside the classroom. Students may use generative AI tools such as Chat GPT to help complete their class assignments, but must disclose such use in the bibliography section. Students are solely responsible for the accuracy of their documents, regardless of whether they were completed with the aid of generative AI.

USC School of Journalism Policy on Academic Integrity

https://catalogue.usc.edu/preview_entity.php?catoid=16&ent_oid=3459

"Since its founding, the 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."

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.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who

encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

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

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity and Inclusion - (213) 740-2101

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

Emergency assistance and avenue to report a crime. Latest up 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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice - \(323\) 442-2850 or \[otfp@med.usc.edu\]\(mailto:otfp@med.usc.edu\)](#)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

[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

Clarissa Beyah is currently the Chief Communications Officer [Union Pacific railroad](#) and a full Professor of Professional Practice at USC.

Clarissa's expertise spans professional services, healthcare, technology, transportation and utilities sectors. Clarissa is the Founder of the [Writer's Block Ink](#) – a nonprofit organization dedicated to cultivating and launching diverse young leaders using the arts. Since its inception the Writer's Block has helped more than 1,000 at-risk youth use the arts to transform their lives.

Clarissa has led teams on nearly every continent and served as a chief communication advisor for numerous Fortune 50 companies. Some of her prior roles include Vice President, Global Communications, Aon; Vice President, Pepco Holdings Communications, Exelon; Chief Communications Officer, GE Transportation; Global Communications Leader GE Healthcare IT; and Vice President, Corporate Communications, Northwestern Mutual. Clarissa spent a decade at Pfizer and held several roles including head of Communications for Europe and of Pfizer's first generics business unit, which grew from \$2B to \$18B in four years.

Clarissa is an educator with a passion for engaging and empowering youth. She founded the Writer's Block Ink to help at-risk youth *ignite social change on the page and stage*. Writer's Block productions address social issues ranging from domestic abuse to genocide. Youth enter as artists and rise to become leaders. Past Writer's Block participants hold community leadership roles across the nation.