



**PR 351A: Multichannel Strategy and
Content Creation
4 Units**

Spring 2024 — Thursdays — 6-9:20 p.m.

Section: 21149D

Location: ANN 307

Instructor: Darryl Ryan, MBA, MS.

Office: Room or meeting area

Contact Info: darryl.ryan@usc.edu

Course Description

Today's public relations and advertising professionals need to understand and be competent in many forms of communication. The business world they work in is rapidly evolving with earned, owned and paid media converging. Media relations, social media content creation and influencer engagement, and paid media are now equally important for any organization's strategic communications. The role of the public relations practitioner has changed to reflect this shift and training needs to include intensive writing plus creating high-quality multimedia content for traditional, emerging and social media.

This is an intensive, hands-on course designed to provide students with the skills necessary to engage with, and produce compelling content for, contemporary media channels of all types.

What defines the media? Who are they? What do they do? How do they get their stories? What tools are needed in today's media environment? How do we best engage media in today's environment of media convergence?

***Public Relations is...** a management function that maintains mutually beneficial relationships between an organization and the publics on whom its successes or failures depend.*

Student Learning Outcomes

This class will provide an understanding and ability of how to write and produce content used to engage traditional and emerging media. The emphasis will be on writing and actual content production such as short interview videos and photos that tell a story in order to enhance overall communications strategies.

The success of the public relations professional relies on professional writing proficiency. The ability to write well and creatively to capture the attention of your audience is essential for an exceptional career. Writing skills are the essence of being a substantive and strategic content creator.

Upon completion of this course, the student should be able to:

- Identify an array of traditional and emerging print, broadcast and online media outlets and understand their inner workings.
- Craft and pitch a story to any of the aforementioned media, with a keen understanding of what constitutes "news" for every type of audience.

- Write materials and create content for both media outlets and general audiences.
- Prepare a detailed media relations plan that reflects an understanding of the role of integrated strategy and effective targeting of the audience, message and outlet.

WHAT I EXPECT FROM YOU:

1. Class starts at on time. Chronic tardiness will affect your final grade, as will absences. You don't have to ask me for permission to miss a class, leave early or come late, or provide a written excuse. I leave those decisions to you. You receive no credit for in-class work that day.
2. Assignments are due to me at the time I designate. All assignments will be complete and typed, with no handwritten edits. Assignments completed not following directions will be graded lower. If you are absent, you are responsible for getting me your homework by the due date/time. **No late assignments are accepted.**
3. There will be no make-ups for the midterm. There will be no extensions for the final project. You must complete the midterm and final project to pass the class.
4. There will be quizzes. If you are late and a quiz is in progress, you may not take it, nor can you make it up. You may not borrow a style guide to take a quiz or test. Bring your own each class.
5. If you miss class, you are responsible for getting notes and assignments from a fellow student. I do not email notes or handouts.
6. No texting or any use of cell phones or other forms of electronic communication during class. Doing so will have a negative impact on your grade. Computers for class work ONLY.
7. The syllabus is our guideline and will change during the course of the semester to accommodate current events and speaker schedules
8. You are expected to check Blackboard every week for updates on homework and assignments. I will post the week's homework within 24 hours of our last class. You are also responsible for checking your USC email account, which is how I will communicate with you.

WHAT YOU CAN EXPECT FROM ME:

1. I love teaching and come to class each week with enthusiasm and a strong desire to help you learn. My goal is to help you prepare for the world of public relations.
2. I am open to your questions and welcome the opportunity to discuss any issues concerning you. Please don't hesitate to talk to me.
3. I am fair. When you get a paper back from me, you'll have a good idea why you earned the grade you did and what can be done to improve your writing. However, if things are not clear, let's talk. The more discussion, the better the understanding.
4. This syllabus is a general guideline for what we will cover during the semester. Other assignments, such as written homework and class projects will be assigned. In addition, we will have in-class writing most weeks.
5. I'll guide you along to improve your writing, but feel free to help guide our discussions. Bring to class your questions, observations and opinions about how you see the role of public relations at work in the real world. Our most pertinent and interesting class time will come from what's happening in our world today.
6. I am available for questions and conversations before and after class and by appointment. Ready access is through email. I will respond to all messages within 24 hours, unless my message service indicates otherwise.

Description and Assessment of Assignments

Grading

a. Grading Breakdown

Assignment	% of Grade
In-Class Assignments/Participation	10%
Take Home Assignments/Homework	15%
Quizzes	15%
Mid-term Exam	25%
Final Project	35%
TOTAL	100%

b. Grading Scale

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B-	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

Public Relations

“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

In general, all written submissions will be graded before the next class session so that students may keep apace of the writing fundamentals. Your midterm and final projects will be graded and returned within one week of submission.

Assignment Rubrics

The general grading rubric for coursework falls under the Grading Standards section above.

Assignment Submission Policy

All assignments are due on the dates specified. Without prior discussion and agreement with the instructor, late assignments will not be accepted.

Required Readings and Supplementary Materials

1. You must bring your laptop to every class.
2. *"The Associated Press Stylebook and Briefing on Media Law."* Associated Press, latest edition
3. Dictionaries and other writing references are indispensable. You need to have easy access to one or more guides to spelling, grammar, punctuation and writing style. *"Woe is I"* by Patricia O'Connor and *"The Elements of Style"* by Strunk and White are among the best of the shorter volumes.

Please bring these to class each week as you will need them for in-class writing exercises. As needed, additional reading assignments will be given during the semester.

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.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Add/Drop Dates for Session 001

(15 weeks: 1/8/2024 – 4/26/2024; Final Exam Period: 5/1-8/2024)

Link: <https://classes.usc.edu/term-20241/calendar/>

Last day to add: Friday, January 26, 2024

Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund: Friday, January 26, 2024

Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 26, 2024 [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, January 30, 2024

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, February 23, 2024 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.]

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

Last day to drop with a mark of "W": Friday, April 5, 2024

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.*

January 11/WEEK 1: INTRODUCTION. A LOOK AT STRATEGIC COMMUNICATIONS & MEDIA CHANNELS

- Housekeeping: Presentation of syllabus. Going over class requirements and outlining of what to expect over the semester.
- Down to business: Define public relations/strategic communications. Begin to define who are the media and what do they need or want with the public relations professional.
- Summary of strategic media channels used by public relations – traditional, emerging tradigital, social and owned.

- Discuss the need to create content for all of these channels through a strategic communication process: Developing target audiences, messaging and connecting with appropriate channels.

In class:

- Review of news stories on each media channel. How does the traditional mainstream news story compare to digital or social media reports?
- Review news releases from distribution sites such as BusinessWire.com, PRnewswire.com or MarketWire.com. Discuss if you think it is an effective announcement.
- Write a one-page biography telling me your route to USC and PR.

Homework: Due Jan. 18

- (1) Track a story on Business Wire, Marketwire or PRnewswire to see where it received media attention and how/if the story was changed from its original release. (2) Bring the original story and a typed analysis of the subsequent media coverage. (3) In addition, track how else the company played its announcement with its own vehicles: website, Twitter, Facebook, blogs, YouTube, Pinterest? List the ways the company used media channels to get the story out. (4) Bring a news story you think was run as a result of a PR pitch. (5) Type a brief explanation. (6) Review class notes

January 18/WEEK 2: ADVANCED MESSAGING AND AUDIENCE SEGMENTATION

- Review homework.
 - Discuss the perceived target audience for the PR news stories brought to class.
 - Identify key messages aimed at audience
 - Discuss why the story was carried by specific outlets
- Discuss the type of writing that makes news
- Development of target audience, creation of messages to connect with specific audiences and the choice of outlets to reach each audience segment.

In class:

- Take any of the stories addressed in class and develop a different audience and messaging structure for the story.

Homework: Due Jan. 25

- Write a 6-page, audience-segmented promotion from your hometown

January 25/WEEK 3: MEDIA COLLATERAL – THE MEDIA ADVISORY, NEWS RELEASE AND BEYOND

- Discussion of the fundamentals of good writing and how to fine-tune your press release, paying attention to details.
- The type of news release and the situations for each type
- How the advisory and news release sound on TV and other forms of media
- Packaging of materials: First the news release and then what?

In class:

- Writing the media advisory and the news release

Homework: Due Feb. 1

- The media advisory and news release assignment

February 1/WEEK 4: MULTIMEDIA CONTENT AS A PR TOOL

- The news release has evolved from the traditional written media relations tool to a complex multi-media advocacy tool to promote an individual, company, non-profit or government's position.
- SEO'ing your media collateral, making your work searchable and public relations services

In class:

- Review online newsrooms
- Review the 6 Secrets of SEO
- In class writing assignment: Media advisory and news release

Homework: Due Feb. 8

- The media advisory and news release assignment
- Watch WordPress Essential Training on Lynda.com

February 8/WEEK 5: ONLINE NEWS ROOMS

- What do they look like; what's in them; who uses them and why?
- How to create a digital press kit and develop an effective online newsroom.
- Writing a blog and the effective blog strategy
 - Creating posts and pages, inserting multimedia, using links, theme design, creating menus and sub-menus.
- We'll examine myriad ways to enhance your story: blogs, features, op-eds. What are the differences, what are they used for, and when to use them.
- Creating materials for a variety of platforms: print, web, social media

In class:

- Creation of Wordpress.com blog
- Add graphics, photos, links
- Write a blog "environment" and "solution" with aligning graphics and titles
- In class review of monumental photographs that impacted history and examine the content, message and placement of those photos.
- The art of media image storytelling, writing compelling titles and photo captions.

Homework: Due Feb. 15

- Write your blog assignment for the new product

February 15/WEEK 6: DEVELOPMENT OF A PRESS/INFORMATION KIT – HOW DO WE DELIVER INFORMATION FOR MEDIA TO REPORT?

- While the press release is an important component in your media relations toolbox, equally important are the ancillary materials that reporters use. To be viewed as a valued resource, you must also know how to prepare other materials to tell your story: Statements (what, why, empathy), fact sheets and bios – other ways to hook the media.

- Writing for crisis communications

In class:

- Review the types fact sheets
- Write company statements from the prompted scenarios

Homework: Due Feb 22.

- Create and write a Company fact
- Write statements for the scenarios

February 22/WEEK 7: MIDTERM REVIEW

- ***In class:*** Review all in class content and writing content
- **Homework: Midterm next week**

February 29/WEEK 8: MIDTERM

In class:

- In-class writing exam: Writing of elements covered in class to date.

March 7/WEEK 9: PITCHING THE MEDIA/ INTERVIEW TECHNIQUES

- How and when to talk to the media; what media to target; how to get your story delivered.
- How to prepare for an interview. How to develop key messages. How to weave main points into responses. How to deal with the tough questions.

In Class:

- Write email angels for a pitch.

Homework: Due Mar. 21

- Write the email pitch for the product assigned.
- Blog on music album/artist

March 14/SPRING BREAK

- Spring Break – NO CLASS

March 21/WEEK 10: CREATION OF B-ROLL VIDEO and the BIO

- A summary of video production techniques using modern HD video cameras including mobile phones, SLRs, etc.
- An overview of editing techniques for non-professional editing programs such as iMovie.
- What make effective video?

- To be viewed as a valued resource, you must also know how to prepare other materials to tell your story: Feature stories, backgrounders, and bios – other ways to hook the media.

In class:

- Review and post the (executive) bio with photos, graphics and links.

Assignment:

- Create a video sound bite/Instagram post for your favorite restaurant

March 28/WEEK 11: CREATING A MEDIA EVENT AND WORKING WITH MEDIA

- Media Events: press conferences and press events. When to use them, when to avoid them and how to throw them.
- What works and, almost as importantly, what doesn't. Giving the media materials flexibility to meet the needs of different audiences.
- The relationship between the public relations and the media. Tools for working with the media.
- How to talk to the media; when to talk to the media; what media to target; how to get your story delivered. Making sure your pitch isn't the tree that falls in the forest when no one is in the forest.
- Writing the speech/talking points for the media event

In Class:

- Students will work in small groups to develop a plan for a media event.
- Review talking points and speeches

Homework: Due April 4

- Write the speech the program launch

April 4/WEEK 12: CREATING A MEDIA EVENT AND WORKING WITH MEDIA Pt. 2 "Crisis"

- How to talk to the media during crisis; when to talk to the media during crisis; what media to target; how to get your story delivered.
- Writing the real-time speech/talking points for the media event post-crisis
- Integrating response via social media
- Sound byte responses

In Class:

- Social media engagement exercise during crisis

Homework: Due April 11

- Track and evaluate response and engagement from media audience post-crisis.

April 11/WEEK 13: INTEGRATING MEDIA COMPONENTS INTO A ROBUST CROSS-PLATFORM CAMPAIGN

- You've developed all your media materials and had your media event, now let's amplify, aggregate and curate across our social and owned media channels.
- Social channel for final product or service

In Class:

- Develop social media and engagement channel for final project
- Spin Doctor

April 18/WEEK 14:

- Pitching final project concepts

April 25/WEEK 15: Review Class

- Review and finalize your final projects at this session.

May 2, 7-9 p.m.: FINAL PRESENTATIONS/FINAL PROJECTS DUE

- Deliver Speech
- Present Social media site
- Final projects are due.

Final Project

Write a blog and create an online newsroom. In the blog, you will announce/promote the launch of a topic (product or service), fact or fiction. You will include all of the aspects of media collateral we have covered in class, and any other material you consider relevant.

Material that **must** be included: Embed .pdf versions of your written collateral

- Blog
- Media Advisory
- News release
- Fact Sheet
- Pitch Letter
- Speech
- Bio

Material that **can** be included, but **not required:**

- B-roll Video (Only include video that you create. It does not have to be perfect. I am looking for effort, not expertise.)
- Statement
- Backgrounder
- Feature story
- Infographic (original creation)
- Artwork (original creation)
- Logos (You may use an existing logo, but I strongly encourage an effort on your creating a new look.)

Whatever you deem appropriate and necessary to tell your entire story, you will include. **You will write everything; absolutely no cut-and-paste of other source material.**

You will use WordPress.com as your platform. You may choose any theme you want to reflect your subject. Create a navigation bar with tabs and submenus to provide organization. On certain materials, like the news release and fact sheet, you will include an embedded .pdf file to allow for clean printing.

Be sure that your project has depth. This is your chance to show me that you've learned and understood the elements to public relations writing. Don't be superficial and don't be short on your use of collateral material. Make sure your copy is clean. You lose points for sloppy copy. There will be no way you can get an A on this project if you turn in a project that includes spelling, grammar and style errors.

How many pieces to include? I know you'd like me to tell you an exact count, but I can't. Each topic is different and will need different materials to tell the story. Every project must have at least one news release and fact sheet. I would say that five written pieces is too little and 20 are too many. And when I say five to 20, I am talking about written content. Other content creation (photos, graphics, etc.) will be counted, but in terms of written content (releases, fact sheets, pitches, etc.) more than five.

GRADING ELEMENTS:

- Overall design of site
- Quality of written materials
- Creativity in storytelling collateral (variety, depth, visuals)

SUGGESTION: Come up with your own idea. Make your own plan to introduce a new restaurant, or launch a new product, or promote a band, for example. In my experience, the more you create your own idea, the stronger your materials. If you are going to choose an already existing topic, I urge you to not rely on materials that have already been created. It's too easy to use turns of phrases, collateral ideas and physical designs that you see in someone else's work. The more you apply your own creativity, the better the product.

All written materials in your project must be written by you. **DO NOT** include materials produced, written or created by anyone else (except for photos). **If there is even one sentence taken from another source, you will receive a failing grade.**

Policies and Procedures

Additional Policies

Since this is a writing class where students submit and discuss various writing samples, I ask that you show the utmost consideration for your classmates' submissions and ideas. I've learned that no two people approach the craft of writing in quite the same way, so tolerance and inclusivity are essential elements of this course.

Communication

Feel free to email me outside of class hours but know that it might take me a while to respond. I am happy to chat with you individually either in person or on Zoom, but I do encourage you to pose your questions during class as I've learned that most everyone is facing the same issues/challenges!

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship

during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

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.

USC School of Journalism Policy on Academic Integrity

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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 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) 442-1200 – 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

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

Darryl Ryan is a seasoned global communications leader with deep expertise in developing and leading proactive brand reputation and integrated communications programs focused on brand positioning, storytelling, thought leadership, and multi-stakeholder engagement for executives and their organizations.

Ryan most recently served as Global Head of Enterprise Communications for Logitech International (NASDAQ: LOGI), a global manufacturer of computer peripherals, devices and software. In this role, he provided strategic leadership, management and oversight of external and internal communications strategy.

A member of Logitech's Global Marketing Communications Leadership team, his work focused on managing the external and internal communications strategy for Logitech's commercial business across North America, EMEA, Latin America and Asia. He directly managed an integrated strategic communications team that drove compelling narratives across key stakeholders, including media, regulators, investors and partners. Additionally, he oversaw corporate communications, issues and crisis communications, media relations, executive communications, thought leadership, digital and social media and corporate social responsibility strategy for the organization.

Ryan has more than 20 years of experience leading public relations and managing the development and implementation of integrated strategic communications plans and programs for major corporations and global organizations. With industry knowhow spanning politics, airlines, aviation, telecommunications, media, banking, healthcare and tech, he's held executive and senior leadership roles with publicly traded companies and such top brands as Time Warner, Edison International, Wells Fargo, Kaiser Permanente and Logitech.

Ryan has extensive experience counseling senior executives at the highest level and has proven ability to become a trusted advisor regarding communications issues as well as overall brand positioning. An exceptional collaborator, coach and advisor who inspires confidence and trust in all of all stakeholders from employees and CEOs to heads of state, Darryl has also served as Press Secretary for Los Angeles Mayor Antonio Villaraigosa.

Ryan holds a Master of Business Administration from the University of Michigan's Ross School of Business, Master of Science degree in public relations from Boston University's College of Communication and Bachelor of Arts degree in political science from UCLA.