USCAnnenberg

PR 524: Multimedia Content Creation for Brand Storytelling I
3 Units

Spring 2024 – Wednesdays – 6-8:30 p.m.
Section: 21398R
Location: ANN 307

Instructor: LaShawn McFadden
Office: Classroom or Lobby
Office Hours: Additional office hours available by appointment. Please call or email to schedule.
Contact Info: mcfaddel@usc.edu
Pronouns: She/her

Course Description

This course is required for students in the MA Public Relations + Advertising program. PR 524 is an introduction to strategic brand storytelling—the process for developing effective content and the digital content creation tools used. It is a graded course. PR 524 is part one of a two-part sequence on multimedia content.

In this class, we will examine media that is created and published by today's practitioner. The Internet and growth of digital content have enabled brands, organizations and individuals to become publishers and directly engage their audiences with increasingly effective levels of targeting. The strategic skills to create effective, engaging content across all categories (paid advertising, earned media, owned) are vital in today's communication ecology. This class examines strategies and tactics needed to be an effective brand storyteller including, digital content created for social channels, owned media and paid advertising.

This course is designed to teach students about the basics of brand storytelling and the array of tools available to them, with emphasis on writing, digital content creation and the production of additional advertising and strategic design elements. Students will be exposed to website creation techniques, basic HTML and CSS, writing for brand storytelling and principles of design. Students will be exposed to photography and video storytelling, but the core of image and video production will be in PR 525. This is a lab course – hands-on activities such as website production, strategic messaging, graphic design and oral presentations will be assigned. Students will be authoring and creating original multimedia content throughout the semester. The course emphasizes strategic creativity that drives brand/organizational goals.

Student Learning Outcomes

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

- Identify brand storytelling techniques
- Design and construct an individual website to support the student and assigned brand's story
- Develop multimedia content for diverse audiences using fundamental principles of persuasive messaging, design and production
- Construct multimedia brand storytelling content for numerous organizations, causes or products across publishing platforms in today's diverse world
- Demonstrate technical proficiency on digital content creation tools and website back-end technology
- Assess effective techniques for search engine optimization (SEO) for a communication challenge, opportunity or project.
- Correlate audience brand behavior with multimedia content strategies

Description and Assessment of Assignments

Participation

It is important to attend class and actively participate, as class activities and interaction with peers encourage creative dialogue, diversity of perspective, and help enhance your learning. It is expected that students will come to class having read the assignment(s) and prepared to join class discussions, contributing questions and comments about the materials. Classes begin promptly, so please arrive on time.

Case study presentations

Students are required to read the weekly trade publications AdWeek and PRWeek. Each student will be required to present, as part of a small group, an analysis and critique of brand storytelling campaigns from those publications. The presentations will be done by two students each week starting on week four. The presentation should be at least 15 minutes long and include:
• Summary of the campaign
• Thoughts on the strategy and target audiences
• Campaign messaging/storytelling
• Discuss if the messaging/brand storytelling uses physical elements (head) or emotional elements (heart) of the brand
• Discussion of all campaign elements including breaking down the production
• Overall critique and suggested changes

In-class assignments and homework assignments including individual website

Homework assignments are due in class at the start of the session. If a student is unable to attend a class, any homework assignment that is due must be emailed to the instructor by the start of that class session that day to receive credit. If the assignment is posted to the students' individual website, the student must email the professor when it is posted. No late homework will be accepted. It's the students' responsibility to read the syllabus to stay informed of all homework assignments. Students will complete writing and multimedia content assignments throughout the semester, both in class and for homework.

Each student will be required to create an individual website on WordPress. You will design and add all the written and multimedia content developed during the semester. Students may modify and add content to improve the posts, graphics or video content. The WordPress site will serve as each student's online portfolio.

Midterm

Take-home midterm: Students will be given a real-world scenario for a brand/product and will develop a strategic, creative storytelling strategy and create a mini-campaign. This will include developing a unique page on their website, writing a 200-400-word post, as if you are the brand/organization from the prompt. The post must include appropriate multimedia content. The page must be well designed, have clear and strong messaging and contain original graphic design elements such as a poster, infographic or ad. Using the content of the posts, students will develop four Instagram posts that complement the campaign. All content is to be posted to the student's individual website. The instructor will distribute a midterm prompt with more details on this assignment.

Final term project

For your term project, you must pitch a topic to the instructor. If approved, each student will create a complete digital portfolio. Subject matter for this project may be a hypothetical campaign or content for an existing brand, product, non-profit or cause. This is an individual project.

The purpose of the project is for you to have the experience of producing bona fide advertising and public relations materials that can be powerful additions to your job portfolios!

You will be expected to:
- Research and write all copy
- Understand your target audience and develop the brand story
- Design and produce fully realized content for your chosen project
- Optimize content and web pages for search engines
- Present your project to the class

The final project will include the following requirements:
- A 7- to 10-minute presentation (at least 10 slides) that will include an overview of your strategic plan and show your website and content. This presentation will be in the last class and show your work in-progress.
- A fully executed section on your class WordPress site set up as if it is your topic's official website. It must have a landing page and at least two subpages.
- Elements to showcase design skills including:
    - At least three of the following: Two out-of-home advertisements (i.e.-bulletins, posters, bus shelter, spectaculars, etc.) and either an infographic, flyer or email newsletter. The flyer can be presented on the webpage as a PDF, image file or interactive element.
    - Four Instagram ads or one Instagram story with at least five panels.
    - A 200-400 word post. Headline, subheads and multimedia to be included. Headlines and subheads must use the correct HTML tags. The post is from the brand/organization and for the customer/target audience.
    - All elements and web pages must be optimized for search.

You will be producing all materials from scratch. This means you will gather information about the chosen organization or company; write all copy; select and create graphic elements using in some cases (images, charts, logo, graphs, illustrations); determine where all of the copy and graphics will go in the final piece; and prepare a 7-10 minute presentation in which you discuss the overall project, the challenges you faced and any recommendations you might have for your classmates.

You must put legal disclaimer language on each page of this project. Instructor will supply language.

Course Notes and Policies
Laptops or advanced tablets such as iPads along with camera-enabled cell phones are required for this course. Additional instruction will be available outside of the weekly class at the Annenberg Digital Lounge. Students will be required to post the majority of their assignments on their individual website that will be developed during the beginning of the semester.

IF YOU WILL BE ABSENT, try to let the instructor know before class by email or text message. You are still responsible for finding out what transpired during class and to confirm what the homework is. You may NOT make up in-class work, but you will receive relevant handouts/instructional materials.

DIGITAL LOUNGE SUPPLEMENTAL COURSEWORK
The Annenberg Digital Lounge, located in Wallis Annenberg Hall, is a creative makerspace where students learn to experiment and play with the latest digital tools. Each semester more than a dozen workshops are offered free of charge to help students supplement their general coursework. **For PR 524, students must select and complete at least ONE workshops that are directly related to multimedia design covered in this course.** The offerings vary, so the instructor will provide you with a comprehensive list at the beginning of the semester. **It is up to you to register and complete the workshops before the final class sessions.**

Grading
a. Breakdown of Grade

Assignment	Points	% of Grade
Class participation	10	10%
In-class assignments Homework assignments Required weekly reading, team presentation and class discussion Ongoing work and completion of individual website portfolio	40	40%
Midterm	20	20%
Term project	30	30%
TOTAL	**100**	**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

"A" projects have content near professional quality; one or no mistakes; clearly proofread and edited material. All required elements of each assignment are included. Excellent organization and flow with original thinking. Showed strategic creativity and understanding of the target audience. High end of scale: publishable today as is.

"B" projects have very good content. One or more required elements missing or poorly displayed. Shows potential as a good content. High end of scale will have at least one extraordinary element for the assignment. Some creativity shown. If writing is involved, have two to five spelling, grammar mistakes. Publishable with medium editing.

"C" projects, if writing included, have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. Hackneyed elements such as trite headline or uninteresting lead. Little or no brand storytelling. 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 redone. Lacks creativity and needs major redesign. Poorly organized/designed with little or no understanding of strategy or target audience. Needs to work with writing coach and/or Digital Lounge.

"F" projects are not rewritable, late or not turned in. Must be redone from scratch.

You will receive an individual assessment based on this rubric for every content assignment. You should aim to see steady improvement as the semester progresses. Students will be allowed to improve and fix their website throughout the semester.

In addition, we maintain the highest standards of ethical writing/editing. The following are some other circumstances that would warrant a grade of "F" and potential USC/Annenberg disciplinary action:

> • Fabricating a story or making up quotes or information (unless you are specifically assigned to insert fictional facts/quotes by your instructor for learning purposes).
> • Plagiarizing an article, part of a script/article or information from any source. This includes improper attribution, lifting ideas from another source and/or representing any work as your own.
> • Missing a deadline.

d. Grading Timeline
Time will be set aside during numerous classes to meet individually with students on their progress and to discuss their website portfolio. Feedback and grade on the midterm assignment will take place two weeks from date of the midterm.

Assignment Submission Policy
All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will not be accepted. The vast majority of assignments will be published on the student's individual website.

Required Readings and Supplementary Materials
- Each student will have a subscription to *AdWeek* and *PRWeek*. Students are required to read each publication on a weekly basis.

Readings include:

- *Ogilvy on Advertising*; David Ogilvy; Vintage Books, A Division of Random House 1983; pages 9 – 30

- *Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section One, pages 1 – 41

- The Ultimate Guide to Storytelling; **https://blog.hubspot.com/marketing/storytelling**

- Additional reading assignments will be emailed or posted to Blackboard throughout the semester, along with handouts and other readings.

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.

Policy for the use of AI Generators

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:
- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]

[Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.
Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.]

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

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*
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	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 01/10	**Class Overview and Introduction** Review of syllabus and class goals. Discussion of student technology needed for this class. Overview and discussion of the role multimedia content plays in modern communications. Brand storytelling - what are the narratives and techniques - an overview. Overview and discussion of strategic process for creating content.	Weekly reading of PRWeek and AdWeek.	Research WordPress themes for your class website. Free themes can be found at: https://wordpress.org/themes/browse/popular/ Website must be responsive design with parent and child hierarchy page structure. A blog style structure is not allowed. Read: AWS. (n.d.). What is DNS? https://aws.amazon.com/route53/what-is-dns/ (3 pages) Read: DNS Made Easy. (2013, July 8). Domain registrar or DNS hosting: The difference explained. https://social.dnsmadeeasy.com/blog/registrar-or-dns-hosting-the-difference-explained/ (3 pages) Entire class - Find an online example of multimedia content created by a brand, organization, non-profit or cause. Be prepared to discuss in next class and answer what you think the communication goal was, who are the audiences, is

			the message and production effective, and what might you do differently to improve the effectiveness of the content. What story are they telling?
Week 2 **01/17**	**Overview of the World Wide Web and website development** Discuss select examples of multimedia content from previous week's assignment How does the internet work What is an IP address, DNS and domain name registration An overview of user interface (UI) and user experience (UX) and its importance in design	Register your domain name, set up your hosting solution, including your DNS Begin developing your branding strategy and content for your homepage and the About Me pages – in-class Design a poster that represents you as a brand. Be sure to use color themes, ideas, pictures, symbols and fonts that speak to your interests and aspirations. Each student will present their poster to the class next week. Weekly reading of PRWeek and AdWeek.	Continue to develop your brand strategy and content for your homepage and about page. Finish your poster that visually represents your brand Continue to research WordPress themes for your class website. Free themes can be found at: https://wordpress.org/themes/browse/popular/ Website must be responsive design with parent and child hierarchy page structure. A blog style structure is not allowed. Watch the tutorial "Get Started - Learn the Basics" videos on WordPresshttps://en.support.wordpress.com/video-tutorials/get-started/
Week 3 **01/24**	**Website Development and Introduction to Coding** Set up website from WordPress template. Introduction to WordPress plugins Intro to HTML In-class coding activity on website test page	Add content to your site's homepage and about section Add at least one plugin to your website Continue to practice coding on your website test page Weekly reading of PRWeek and AdWeek.	Finalize your home page and about page Entire class be prepared to discuss your practice coding of your website test page
Week 4 **01/31**	**Website Development and Introduction to Coding - part 2** Class discussion on coding and plug ins - what's working and what needs work Continue discussion on the role of third party plug ins and WordPress especially for display of multimedia content	Group 1- Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek The presentation should be at least 15 minutes long and include: • a summary of the campaign • thoughts on the strategy and target audiences • campaign messaging and storytelling	Group 1 case study presentation due next class Entire class watch: TEDx Talks. (2017, March 16). *The magical science of storytelling|David JP Phillips|TEDxStockholm* [Video]. YouTube. https://youtu.be/Nj-hdQMa3uA (16:44) Entire class read: Ogilvy, D. (1983). How to produce advertising that sells. In *Ogilvy on advertising* (pp. 9-30). Crown. (22 pages)

		• does the messaging/ storytelling use physical elements (head) or emotional elements (heart) of the brand • show and discuss all campaign elements including breaking down the production • overall critique and suggested changes Weekly reading of PRWeek and AdWeek.	
Week 5 02/07	**Multimedia Content and Brand Storytelling** Group 1 Presentation Discussion of homework video and reading Discussion of what is brand/organizational storytelling Discussion of the role content plays in the modern consumer decision journey Explore purpose, audience and voice across different platforms - written, image, graphic, video, audio Overview of how to develop effective content - brand voice and storytelling Begin research and development of a 300-500 word post on a topic to be assigned.	Group 2 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek In-class small group exercise on potential brand content for various points of the consumer journey Continue research and development of a 300-500 word post on a assigned topic. The post must be designed and include multimedia content. The post will be in a separate page on your website. You are to design and layout the entire page Weekly reading of PRWeek and AdWeek.	Group 2 case study presentation due next class Entire class read: The Ultimate Guide to Storytelling; https://blog.hubspot.com/marketing/storytelling *Building A StoryBrand, Clarify Your Messages So Your Customers Will Listen*; Donald Miller; HarperCollins Leadership 2017; Section One pages 1 - 41 Finalize post content and design. Post will be due before next week's class.
Week 6 02/14	**Principles of Layout and Design – The Basics** Group 2 Presentation Understanding the basics of visual design elements and principles Communicating with professional designers in the language they	Weekly reading of PRWeek and AdWeek. Group 3 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek Work with a partner to develop and design a poster for a brand or organization	Group 3 case study presentation due next class Watch either of the following video tutorials sequence: A) **InDesign** Getting Started with InDesign https://helpx.adobe.com/indesign/tutorials.html

	understand Discussion on various tools professionals use for design – InDesign, Affinity Designer, Word, PowerPoint, Pages, Keynote, easel.ly, Canva, etc. MIDTERM TOPIC CHOICES AND REQUIRED ELEMENTS DISTRIBUTED	of your choosing. Instructor will give further direction during the class. What story does the design tell?	Please note the entire sequence is 2 hours and 30 minutes total. It is broken into video segments 6 to 21 minutes long. **B) Canva** Canva. (2020, September 28). _Welcome to Canva_ [Video]. YouTube. https://youtu.be/VGDDAuzdXqU (2:17) (WLO 2) TheFigCo. (2021, November 16). _Canva tutorial for beginners 2022_ [Video]. YouTube. https://youtu.be/kjDh8_T4mNs (23:28) (WLO 3) Read: Canva. _20 web design principles to follow_. https://www.canva.com/learn/20-web-design-principles-follow/ (10 pages) Work on midterm assignment
Week 7 **02/21**	**Introduction to AI , Design Apps - InDesign, Affinity Designer and Others - Writing and Designing a Newsletter** Group 3 presentation Presentation of student poster designs from previous class. Discuss the value of newsletters and direct email Review and overview of best practices Learn some of the basic elements of layout using InDesign	Weekly reading of PRWeek and AdWeek. Group 4 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek Using a template, each student will pick a brand, then write and design a newsletter to be emailed to that brand's audience.	Group 4 case study presentation due next class Finalize your newsletter and submit prior to next class Work on midterm assignment Midterm assignment due next week
Week 8 **02/28**	**Designing an Out-of-Home (OOH) Media Element** Group 4 presentation Overview of out-of-home ad units and use cases	Weekly reading of PRWeek and AdWeek. Group 5 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek	Group 5 case study presentation due next class Continue to brainstorm messaging and work on design concepts

	Develop strategic messaging and design in other formats such as billboards, bus shelters, transit, etc.	Teams of two brainstorm and develop messaging for brand/issue supplied by the instructor - "your client" Teams will create and design three different OOH treatments for their client	
Week 9 **03/06**	**The Importance of Search Engines** Group 5 Presentation The role search engines play in content discovery An overview of search engine optimization techniques for the modern content creator. On the page content and HTML techniques for today's practitioner SEO plugins and their role in search In-class exercise on the role topic selection and keyword research for organization/brand content play in search. Examples to be supplied	Add a SEO plugin to your website and optimize your homepage, about and client one sections. Review and modify your online content based on today's SEO lecture Examine your headline and subheads from your previous weeks post and modify as needed to improve SEO Weekly reading of PRWeek and AdWeek. Group 6 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek Finalize OOH design treatments and be prepared to share with entire class next week	Group 6 case study presentation due next class Everyone due next week: Using the techniques discussed in class and the SEO plugin, finalize the optimization of all your content including your homepage, about me and other sections. Finalize the modification of your post from last week. Finalized OOH design treatments due next week
Spring Break **03/11 – 03/15**	No Class		
Week 10 **03/20**	Group 6 presentation Student presentations of their three out-of-home designs Students will meet individually with the instructor during class to review their website and work to date MIDTERM DUE	Weekly reading of PRWeek and AdWeek. Group 7 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek	Group 7 case study presentation due next class
Week 11 **03/27**	Group 7 presentation Continue meeting individually with the instructor during class to	Weekly reading of PRWeek and AdWeek. Group 8 - Be prepared to present an analysis and	Group 8 case study presentation due next class Modify/update website per any instructions from instructor

	review their website and work to date. Also pitch instructor on final project client	critique of brand storytelling campaign from PRWeek or AdWeek Begin working on approved final projects	Work on final project
Week 12 04/03	Group 8 presentation Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client	Weekly reading of PRWeek and AdWeek. Group 9 - Be prepared to present an analysis and critique of brand storytelling campaign from PRWeek or AdWeek	Group 9 case study presentation due next class Modify/update website per any instructions from instructor Work on final project
Week 13 04/10	Group 9 presentation Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client	Weekly reading of PRWeek and AdWeek.	Modify/update website per any instructions from instructor Work on final project
Week 14 04/17	Continue meeting individually with the instructor during class to review their website and work to date. Also pitch instructor on final project client	Weekly reading of PRWeek and AdWeek.	Modify/update website per any instructions from instructor Work on final project
Week 15 04/24	Complete course evaluations In-class time to work on final project and technical assistance from instructor		Finalize your entire website including completed final project that is due the day of final exam.
FINAL EXAM PERIOD 05/01, 7-9 p.m.	Submit final portfolio website. Presentation of final projects. Students present their final projects.	Present an overview of your selected cause/organization/brand. Describe your strategy, the target audiences and your storytelling techniques including production elements.	

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor

by the last day of class. Note: The internship must by unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems
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.

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 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
LaShawn McFadden
Adjunct Instructor

LaShawn McFadden is the owner of Influential Nexus, a communication agency based out of Los Angeles. Her responsibilities include developing and implementing marketing activities, company operations, and growth strategies. She earned an M.A in Strategic Public Relations from The University of Southern California (Fight On!) and an undergraduate degree from Arizona State University. LaShawn is a branding and communication veteran, designing and building her brands and business while consulting other firms and organizations nationally. As a consultant and director, she has worked with brands and influencers throughout diverse industries, including tech, government, sports & entertainment, fashion, and beauty. LaShawn has led cross-functional teams to execute marketing campaigns on time and within budget. In addition to the management aspect of her work, she has technical expertise in traditional and interactive advertising and strategy methods, including email marketing, digital design, and social media. This includes website development and design, advertising messaging and design, and video production.