USCAnnenberg

DSM 520: MANAGING TECHNOLOGIES FOR DIGITAL MEDIA

FALL 2024 | Wednesday| 2:00pm – 4:50pm & 6:00-8:50pm

Section & Location:
21867D, ANN L101 – 2PM
21865D, ASC G26 – 6PM

Instructors: Jeffrey Thompson | Adjunct Professor
                        Emily Kosko | Adjunct Professor

Office Hours: Wednesday or Thursday 5 – 6pm

Please schedule Office hours with Calendly:
https://calendly.com/jt07549/jeffreythompsonoffice hours

Contact Info:
Jeffrey Thompson   jt07549@usc.edu
                                213-615-9205
Emily Kosko   emilykos@usc.edu

Linkedin:
https://www.linkedin.com/in/jthompsonusc143/

I.   Course Description

Digital and social media platforms play an increasing role in the global creative space, within corporations, within not-for-profit organizations and across every industry and country of the world. This course examines these platforms along with the platform affects created by the use of these powerful technologies. This course also explores the *business*-side frameworks of these digital ecosystems, alongside the business models underlying them. The curriculum is designed to equip students with core business concepts and entrepreneurial strategies, focusing on practical applications that are essential for success in today's digital landscape.

The objective of this course is to prepare students for a professional work life in the digital ecosystem within any organization by analyzing and assessing the fundamental principles and mechanisms that apply to the technologies that create these environments. This course aims to provide students:

- leveraging data as a powerful medium for communications and personalization
- examining governance guidelines and strategies associated with digital platforms
- understanding monetization models for short-term gain and long-term sustainability
- examining ethical models and business practices across digital platforms to moderate behavior while adhering to both local and international laws regarding privacy, speech, and misinformation

- understanding the dynamic competitive landscape through technological integration, brand differentiation and product differentiation
- develop the skills necessary to apply core business concepts and entrepreneurial strategies in real-world digital environments, ensuring that students are prepared to add immediate incremental value and long term success to any enterprise they join
- understanding the value and importance of diversity, equity, inclusion, and access across these global platforms

This course provides an introduction to these topics and more through a combination of theoretical readings, real-world cases, and experiencial exercises. By integrating foundational business knowledge with a focus on digital and social media platforms, the course offers a unique perspective on managing and leading within digital enterprises. No prior knowledge of tech development or engineering is required; the focus is on managing tech experts within the context of building, leading or transforming a digital enterprise.

This course will consist of two seven week modules, one taught by Professor Jeffrey Thompson and the other taught by Professor Emily Kosko. Each module will blend the foundational knowledge of the digital ecosystem with the practical business strategies necessary to succeed in today's rapidly evolving digital world.

II.   Student Learning Outcomes

After completing this course, students will be able to:
- Illustrate the technologies and principles that underpin the digital ecosystem
- Evaluate the current state of the industry and how digital media forms are applied in various ways across industries
- Assess, select, and incorporate new technologies, current business models and measurement technologies
- Analyze the social and ethical challenges presented by digital media technologies as well as apply the appropriate policies that mitigate or regulate these challenges
- Understand the application of emerging technological developments on the digital ecosystem, including advancements in AI, mixed reality, predictive analytics and creative advancements across the digital media landscape
- Apply core business concepts and entrepreneurial methodologies, such as the Lean Canvas and Lean Methodology, to develop effective business strategies and drive real-world success within the digital ecosystem.
- Develop positioning, messaging and communication best practices within the digital media platforms

III.   Additional information

The course requires extensive reading, research, teamwork, and digital media development. In addition to weekly lectures and in-class exercises, this course is web-enhanced, with mandatory discussions on Blackboard. For each unit of in-class contact time, the university expects two hours of out-of-class student work; consequently, prepare to invest **eight hours per week** outside of class into course-related work.

In addition to lectures and in-class exercises, students will use ChatGPT, SORA, KLING and/or other AI solutions to complete projects.

USC computing support:
- USC Computing Center Laptop Loaner Program
- Zoom information for students
- Software available to USC Campus

Required Readings and Supplementary Materials
Readings and other materials are noted in the weekly course schedule. Links are included for those available in the public domain. Other readings and materials for weekly course meetings will be posted on Blackboard.

In addition to the above, the following are required books and newsletters in addition to select media that will be assigned throughout the course. Please see the lecture schedule for details.

- **Brooke Erin Duffy, David Nieborg, Thomas Poell, *Platforms and Cultural Production*, 2022 Polity** (available for purchase at bookstores)**:** The authors critically evaluate how platforms produce opportunities and constraints for creators. This book is more descriptive than prescriptive — you will apply their findings to your own experiences and prescribe your own recommended actions.

- **Rebecca Giblin & Cory Doctorow, *Chokepoint Capitalism: How Big Tech And Big Content Captured Creative Labor Markets*, 2022 Beacon Press Books** (available for purchase at bookstores)**:** Co-authored by a professor and a digital media entrepreneur, this book provides a critical perspective on major technology corporations. Feel free to disagree with your own insights and analyses.

- **Casey Newton, *Platformer*,** https://www.platformer.news**:** This Substack newsletter from tech journalist Newton covers "news at the intersection of Silicon Valley and democracy." The free version suffices for this course — upgrading to the paid version is entirely optional.

- **Jan Rosier, *The High-Tech CEO: How To Lead When You're Not The Expert*, 2022 Routledge** (available online via USC Libraries)**:** Prof. Rosier examines the role of CEOs in science-based innovation and asks, is it possible to lead complex R&D projects and innovation that you do not understand?

Description and Assessment of Assignments
The overall purpose of the assignments in this class is to give you some experience of **how to prepare for the design and execution of a media initiative in a corporate or other organizational setting**. From strategic planning, data analysis, execution through measurement, the assignments will provide a real-world exercise designed to leverage skills attained during the course as well as within the course readings.

You will be asked to prepare a project that you will write two papers about, one short and one long. During the semester you will be asked to present the current state of your project twice to receive feedback from your colleagues and the instructor that can be worked into the final paper.

There are **five milestones** for the **class deliverables**:

1. **AI-Assisted Paper and Video On New Digital AI Platforms (15%) & IN-Class Assignments (10%):** Imagine that you are the CEO of a digital media company and are confronted with leveraging AI to help grow your business with the addition of new AI-enhanded products across areas like: AI-assisted customer targeting, AI-assisted ecommerce, AI-assisted content creation, AI-assisted customer communications. (This may be based on the course readings or a recent news stories.) In a maximum 1000 words, your paper will describe the situation, how you would respond to it as CEO, and your supporting reasons. To *help* you write this paper, you will use ChatGPT, Bing AI, Sora, Kling or other Large Language Model:
   a. The exact prompt you provided to the AI.
   b. The AI's initial text or video response.
   c. Your evaluation of that response.
   d. Your version.

2. **Quizzes & Literature Review (25%):** This entails two requirements.
   o **Assigned Readings:** Students will be provided two quizzes throughout the course that will evaluate them on analysis of course readings and assigned cases. These will be pop quizzes and there will be no announcement of them.
   o **Weekly News Evaluations:** As you must stay atop news related to digital media. Every week, you will share an article from *Wired*, the *L.A. Times*, *New York Times*, *Platformer*, Forbes, the Atlantic or *Wall Street Journal*, and express your opinion about it in approximately 100 words. You may be selected to present your evaluation during class. The prompts will be provided in class.

3. **Team Digital Media Production (20%):** Your team will jointly pitch, develop, test, and measure an English-language digital-media product of your choice: this may be an AI - assisted video content product, augmented reality/mixed reality (AR/VR), an online commerce strategy leveraging omnichannel media (YouTube, Instagram, TikTok, Meta, Apple Pro Vision, Sora, Kling, etc.), a website, or an ecommerce outlet (such as Shein, Temu, Zazzle, Shopify, or Amazon). During the first few sessions of class, you will developing options for what you want your class project to be. The instructor will assign groups within the class for collaboration (everyone in a group will receive the same grade for their project initial pitch, formal pitch/business strategy and for their final project, including refined business strategy, formal pitch along with a strategy document). The project has to be related to a class topic, and must be a presentation of a new digital media project leveraging new technologies in the digital ecosystem. It can be a new digital product, new company with a digital initiative, including omnichannel media campaign strategy, or the presentation of a digital media project such as an app, a website, or a new service. In weeks 6 and 7 all students in the class will do a short pitch of their idea to the rest of the class, in a way that mimics how you would pitch ideas in a professional setting. The class will then give feedback and strategic input on the project. The pitch length will be the same amount of time for individuals and groups.

4. **The feedback you receive should then be worked into a more fleshed-out project pitch presentation**. This presentation will constitute the an 8-10 page canva/powerpoint strategic presentation due in week 5, 6 or 7 along with an appendix with additional detailed information.

5. **When you get your short paper back, it will include feedback from the instructor, which you will then work into a more refined presentation of your project.** It will be longer than a pitch, yet still organizaed as a project overview brief. You will present the current state of the project to the class and receive further feedback during weeks 13, 14 and 15.

6. **The final strategy presentation and pitch documents (30%)** will consist of a detailed overview of the project, along with a competitor analysis, market overview, consumer insights, product research, marketing plans, launch plan and investor information. This final project should take into consideration everything we have discussed, learned and read throughout the semester, as well as the feedback given by your peers and the instructor. Although this must adhere to academic formatting, the content will be more like a conceptual project strategy presentation, investor presentation.

7. More details about the requirements for these assignments will follow in an assignment brief. In general, the deliverables process will be as close to what it would be like to pitch and present your project in a corporate or other organizational setting, including real-life considerations that entails.

In-Class Work
Students will complete work assigned during class time, such as small group assignments, open-notes quizzes, polls, or other in-class work products individually or in teams that count toward their in-class work grade. Credit will be given for thoughtful completion. For teamwork, all members will receive the same grade for the work product. In-class work will be conducted randomly throughout the semester. In-class work may be assigned at any point during the class; students who miss the assignment due to arriving late or leaving early will not have an opportunity to make up the work. For this reason, the lowest two scores on in-class work will be dropped.

Breakdown of Grade
The overall grade breaks down as follows:

Assignment	Points	% of Grade
AI Project	In-Class Work	250	25
Quizzes	Reading	250	25
Project: Project Pitch Overview – Summary Plan/Short paper	200	20
Final Project: Formal Project Pitch/Business Strategy	300	30
TOTAL	1000	**100%**

Grading Scale

This course has 1,000 possible points. Each assignment has a point score and percentage score. Your percentage scores on the assignments will be totaled and translated to a letter grade per this scale:

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Grading Standards

Grades will be assigned as follows for the type and quality of work that is submitted by the student in order to earn each letter grade:

Letter Grade	Description
A/A-	Excellent, outstanding, thoughtful, and enthusiastic work that "goes the extra mile" to create professional-level assignments that could be presented to a CEO, C-Suite leader, or client. Demonstrates extraordinarily high achievement and critical thinking; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded
B+/B	Good, graduate-school caliber and above-average work, demonstrating moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; stronger critical thinking and expression would be needed for success in a professional setting; most expectations met
B-/C+	Fair, with only a basic level of knowledge and understanding of the subject matter; improvement needed on critical thinking, creativity, ideas, arguments, and follow through; some expectations met
C and below	Fulfilling the bare minimum, reflecting little critical thinking, marked by many errors, and/or showing little understanding of the material

Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Assignment Submission Policy

A. All assignments are due on the dates specified. All assignments must be completed and submitted on time to avoid a grade reduction. **If you are unable to turn in an assignment due to illness or a personal emergency**, you must provide written documentation that will allow you to be excused, or discuss your situation with me in a timely manner, generally at least a week before the due date. Do not wait until the end of the semester to sort things out. **In order to pass this class, you will need to complete ALL of the assignments.**

B. Assignments must be submitted via Blackboard. As a backup if Blackboard is not accessible, assignments may be submitted to the instructor's email.

Add/Drop Dates for Session 001
(15 weeks: 8/26/24 – 12/6/24; Final Exam Period: 12/11-18/2024)

Link: Link: **https://classes.usc.edu/term-20243/calendar/**
Friday, September 13: Last day to register and add classes for Session 001
Friday, September 13: Last day to change enrollment option to Pass/No Pass or Audit for Session 001
Friday, September 13: Last day to purchase or waive tuition refund insurance for fall
Tuesday, September 17: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001
Friday, October 11: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.
Friday, November 15: Last day to drop a class with a mark of "W" for Session 001

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability, where relevant. This course will have a few guest speakers, who will talk about their work relevant to this class, and respond to your questions. When a guest speaker joins us, it will generally be during the first hour of class.

Date	Topics	Readings	Due Dates | Notes
Week 1 8/28	Course Introduction – A Fast Evolving Digital Ecosystem – Platform Fundamentals	Introductions Explore characteristics of platforms and distinguish platforms from other parties in a value chain.	Professor Thompson

Date	Topics	Readings	Due Dates | Notes
		Overview of Digital Platforms and Course Modules (Platforms, Fundamentals, Building and Scaling, Transforming and Monetization) New Evidence for the Power of Digital Platforms – McKinsey Quarterly By *Jacques Bughin and Nicolas van Zeebroeck* *READING: Platforms and Cultural Production*, Introduction + Chapter 2	
Week 2 9/4	Platform Fundamentals Internet History and Structure	The Business of Digital – Dollars, Platform Technology & Cents Explain how platforms create value for users. Summarize how platform firms can capture value from users. Describe the primary mechanisms that allow platform firms to scale. Case Review: Using Digital Platforms and Artificial Intelligence to Outpace Rivals, Harvard Business Review 2024 Prereads, chapter reading and case study on Brightspace. *READING: Platforms and Cultural Production*, Chapters 3 & 4	Strategy Case Review: 1. Digital Platforms & AI Case, HBR 2024 2. Power of Digital Platforms, McKinsey Professor Thompson
Date	**Topics**	**Readings**	**Due Dates | Notes**
Week 3 9/11	Internet History & Growth of Platforms Business Model Overview The Current Landscape: Screens, OSes, and Platforms – Building &	Differentiate between various types of network effects and explain how the strength of each type impacts a platform's ability to grow. Apply strategies a platform can use to strengthen network effects. Recognize examples of network properties (multi- homing, network clustering) and explore associated advantages, disadvantages, and challenges. Assess prospective new markets based on network shape and discuss possible outcomes of altering the shape of a network.	Case Review: 1. Driving Digital Strategy, HBS 2. Shaping Tomorrow's Businesses

	Sustaining a Platform	Harvard Business School - Driving Digital Strategy, Gupta, S. 2018 Business Models of Content, Settipane December 2022 Prereads, chapter reading and case study on Brightspace. *READING: Platforms and Cultural Production*, Chapters 5 & 6 Thursday Class: Form teams for Group Pitches	
Week 4 9/18	The Building Blocks of Social Networks & Social Marketing: The People Infrastructure – Leveraging Platforms, Data and Transformation	Why it can be beneficial for traditional (i.e. product-/service-based) firms to transition to a platform model. Data is the new currency. Discuss best practices of leveraging an existing platform. Pros and cons. Differentiate between product and platform-based business models and summarize the advantages of adopting a hybrid model. Personalization and Targeting Case Review: Is TikTok A Social Media or Entertainment Platform? Mandy Car, May 2022 Platforms disrupting traditional industries - Targeted Digital Marketing vs Traditional Advertising – The transition to Direct Prereads, chapter reading and case study on Brightspace. *READING: Platforms and Cultural Production*, Chapters 7 & 8 Wednesday Class: Form teams for Group Pitches	Case Review: Is TikTok A Social Media or Entertainment Platform, HBR 2022 Professor Thompson
Week 5 9/25	Where Infrastructure Meets New Business Models, Content & Data Explosion: The Growth of Streaming	Explore defense strategies that traditional firms can use to respond to threats from platform firms and summarize how antitrust laws can ameliorate those risks. Discuss why all businesses, both traditional and platform firms, must be aware of trends in politics and public sentiment surrounding competition and fair business practices.	Case Review: Roku: Designing a Business Model for TV Streaming, HBR 2023 AI Assignment Due Professor Thompson

		Case Study – Roku: Designing a Business Model for TV Streaming, Harvard Business Review, April 2023
		Prereads, chapter reading and case study on Brightspace.
		READING: Chokepoint Capitalism, Chapters 1-3

Date	Topics	Readings	Due Dates | Notes
Week 6 10/2	Transitioning a Traditional Distribution Model to a Platform Model – Case Study Social Media Advertising and Campaigning	Explain why traditional firms must learn how to work effectively with platform firms if they want to thrive in today's economy. Evaluate the potential benefits traditional firms may obtain from working with a platform firm and describe the risks that they are likely to encounter when working with them. Identify factors that make it more likely for a platform firm to encroach upon a traditional firm's business. Choosing the Right Platform for Your Brand, Harvard Business Review, September 2022 Prereads, chapter reading and case study on Brightspace. READING: *Chokepoint Capitalism*, Chapters 4-6	Case Review: Choosing the Right Platform for Your Brand, HBR 2022 Class Pitches – Group 1 Professor Thompson
Week 7 10/9	Driven by Data Direct-to-Consumer & Emerging Media Marketplaces Driven by Data Interfaces, UX and the launch of 5G, AI, Search Engine Optimization, Algorithms and IP Addressable Audiences	*Digital Media Advertising Report 2023* – Social Media Advertising, Statista Digital Market Outlook Case Review: SHEIN - An Ultra Fast Fashion Retailer's Digital Strategies, HKU Business School, August 2022 Quip Case Review – VP Direct-to-Consumer PIttson, S 2021. Disrupting the Toothbrush market 2021 Explore defense strategies that traditional firms can use to respond to threats from platform firms and summarize how antitrust laws can ameliorate those risks.	Class Pitches – Group 2 Fall RECESS: [Thursday, Oct 10 & 11 NO CLASS] Case Review: 1. SHEIN: Retailer's Digital Strategies, HKU Business School, August 2022 2. Disrupting the Toothbrush Market w/Digital 2021

		Discuss why all businesses, both traditional and platform firms, must be aware of trends in politics and public sentiment surrounding competition and fair business practices. Case review: How Cloud-Based AI Infrastructure is Shaping Tomorrow's Businesses, Harvard Business Review April 2024 *SORA, Kling* & Open AI discussion – Transitioning to video AI platforms. Prereads, chapter reading and case study on Brightspace. *READING: Chokepoint Capitalism*, Chapters 7-9 *Zappos Case Study*	Professor Thompson 1. Shaping Tomorrow's Businesses, HBR 2024 2. Zappos Case Study Professor Thompson
Week 8 **10/16**	Digital Transformation and Innovation - Introduction to the Entrepreneurial Business Structure.	Introduction to the entrepreneurial business structure. Overview of how digital transformation is reshaping industries, with a focus on its impact on business models, customer experiences, and operational processes. Analyze key sector changes due to digital disruption with case studies of successful and failed transitions. Introduction to Lean approach and Minimum Viable Product (MVP) creation. Steps to define, develop, and review successful MVPs. Value proposition exercise focused on clear communication of product benefits. Personal branding activities for marketplace differentiation. *READING: Chokepoint Capitalism*, Chapters 10-12	Professor Kosko
Week 9 **10/23**	Introduction to Market Analysis Frameworks	Overview of key frameworks that drive strategic market insights and decision-making.	Professor Kosko

		Optimizing the 4P's (Product, Price, Place, Promotion) and aligning the 3 C's (Customer, Company, Competitors) to create effective, market-driven strategies	
	Psychological Factors Influencing Behavior	Strategic segmentation and positioning to effectively target and differentiate in the market. Leveraging psychological insights to enhance marketing effectiveness and consumer engagement. *READING: Chokepoint Capitalism*, Chapters 13-15	
Date	**Topics**	**Readings**	**Due Dates | Notes**
Week 10 **10/30**	Laying the Groundwork for Scalability. Investor Pitch Deck Business Models & Monetization Strategies	Define and articulate your business strategy, objectives, and value proposition, serving as an essential tool for internal alignment and strategic decision-making. Identify potential gaps, refine your business plan, and ensure positioning for growth. Leverage technology to create value by optimizing processes, enhancing customer experiences, and opening new revenue streams. Generate revenue by selecting and implementing the right monetization strategies that align with your business model and target audience.	Professor Kosko
Week 11 **11/6**	Business Strategy Analysis – Introduction of the Lean Canvas Business Model	Business Planing 101 - Introduction to Lean Model Canvas Overview of the Lean Canvas as an alternative to traditional business plans Business Models: Impact on strategy and structure Understanding how to clearly define the problem your business aims to solve, and why this is crucial for aligning the rest of the canvas.	Professor Kosko

		Competitive Analysis: Strategic positioning *READING: Chokepoint Capitalism*, Chapters 16-19	
Week 12 **11/13**	Maximizing Profitability and Viral Impact Through Key Metrics	Understanding the Right Metrics & Evaluating Profitability Customer Lifetime Value (CLV) & Customer Acquisition Costs (CAC) How data-driven insights can be utilized to shape and refine corporate decision-making processes Analyze the factors behind campaign effectiveness, focusing on consumer psychology to determine what drives virality READING: *The High-Tech CEO*, entire book	Professor Kosko [**Veterans Day:** November 11]
Week 13 **11/20**	Implementing Digital Strategies Balancing Innovation and Operational Efficiency	Strategies for integrating digital tools and technologies into existing business operations to enhance efficiency, agility, and customer engagement. Understanding the challenges of digital transformation, including organizational change management, employee training, and leadership in the digital age. Exploring strategies for integrating innovation into the day-to-day operations of a business without disrupting productivity.	Professor Kosko
NO CLASS **Week 14** **11/27**	Corporate Communication Strategies and Professional Brand Building	Develop and implement strategies that align with organizational goals, ensuring clear, consistent messaging across all channels. Management 101 - Explore strategies for building cohesive teams, fostering collaboration, and motivating employees to achieve their best performance. Understand the impact of the digital landscape on personal branding, and how to effectively manage your online presence to reflect your professional image.	[**Thanksgiving Break**: Wednesday, November 27-Sunday, December 1]

Week 15 12/4	Wrap up & Review	GROUP A FINAL PRESENTATIONS	Professor Thompson & Professor Kosko Course Evaluations in Class
STUDY DAYS 12/7-12/10		**STUDY PERIOD**	
FINAL EXAM PERIOD: 12/11-12/18		**GROUP B FINAL PRESENTATIONS 12/11**	Professor Thompson & Professor Kosko

Policies and Procedures

a. **Additional Policies**

Diversity, Equity, Inclusion, and Access
An inclusive, welcoming, and accessible environment as well as Intellectual freedom are priorities in this class and in class discussions. Please be respectful. Any form of racism, sexism, xenophobia, homophobia or other forms of discriminatory behavior on the basis of ethnicity, gender, sexuality, or class will not be tolerated. Please speak up if you have concerns about anything said in the classroom, either during the class or by contacting the instructor privately.

Attendance
Please attend all live class sessions. This is the best way to engage with the course, interact with peers and keep up to date with class activities and assignment.

It is recognized that personal circumstances will sometimes arise that preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and making up missed assignments. If you will be missing a class session, please let me know in advance via email.

b. **Communication**
Students are encouraged to contact the instructor outside of class, as needed to support your academic success, via office hours, email, and/or Slack.

<u>Office Hours</u>
Office hours are 5:15 – 6:15 p.m. Pacific Time on Monday and Thursday in the assigned classroom for this course or via Zoom. If you cannot meet during office hours, you can arrange to meet with me at another time by sending an email with your request.

<u>Email</u>
Please check your USC email on a regular basis, for periodic updates about this class. You are also encouraged to email me with questions on any topic you would like to discuss. In general, I will respond to emails within 24 hours or sooner.

<u>Slack</u>
This class will use Slack as a communication and collaboration tool. I expect students to collaborate with one another, share best practices and leverage Slack to help facilitate that process.

<u>Brightspace</u>
Course materials and weekly slides will be posted on Brightspace.

<u>Use of Technology in the Classroom</u>
To make the most of our learning environment, please keep mobile devices on silent and put away during class time, unless you are experiencing an emergency. There will be time during class breaks to check mobile devices. Use of electronic devices such as laptops, iPads or digital readers for taking notes is encouraged.

Technological Proficiency and Hardware/Software Required
Because class meetings will be held in person and via Zoom, students should have the latest version of Zoom on their laptops.

VIII. Policies and Procedures

- **Attendance:** Participation from each student is critical to the success of this course; therefore, class attendance is mandatory. You must attend all classes, arrive on time, and stay for the entire session. Although no points are awarded for attendance, an unexcused absence will result in the loss of 5 grade points (half a grade); 3 or more unexcused absences will result in an F for the course. In addition, any missed in-class assignments (such as quizzes and presentations) cannot be made up without a valid excuse. If you need to miss a class for a valid reason, such as religious observances or medical procedures, you must attain approval from the instructor in advance (except, of course, in emergencies). Student athletes should provide approved Travel Request Letters. For any excused absences, you will need to obtain lecture notes from classmates and Blackboard.

- **Illness:** If you are feeling ill, particularly with COVID symptoms, stay home to protect the health of your classmates, your instructors, and yourself. If you show up to class with an illness, you will be asked to leave and will be recorded as absent.

- **Electronics:** You must have a computer for accessing course materials from home; *however, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor*, and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session.

- **Artificial Intelligence Apps:** You are expected to use AI tools, such as ChatGPT, in this class; in fact, some assignments might require it. Here are the guidelines, with assignments containing more details:
  - AI is a useful tool for helping to start an assignment — even help overcome writer's block — but the final submission must reflect your ideas and revisions. Treat AI as assistance tool, a tool that can help you, but a solution that has shortcomings and may be prone to mistakes.
  - Do not rely on AI. Not only is ChatGPT's database limited, it draws its answers from fiction. nonfiction, and misinformation. It might even fabricate sources. Assume the answers it provides are wrong, and doublecheck them. (Consider using Google Bard, Sora, Kling or Bing AI as supplemental tools.) You will be held responsible for any errors.
  - Provide detailed prompts to get the best results. You might have to try multiple variations.
  - Your work will become part of the AI's database, so do not include any sensitive information.
  - You must acknowledge using any AI tools, just as you would any other reference, in your assignments. Include a paragraph explaining what you used AI for and how you used it, including the specific prompts.

- **Respect:** Treat classmates, the instructor, and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but do so with respect within a learning environment.

- **Appointments:** If you have questions or concerns, whether academic, career, or personal, contact the instructor to arrange a meeting (please see email addresses on the first page of this syllabus). In emergencies, see the support systems below.

Statement on Academic Conduct and Support Systems

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Annenberg Statement

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

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

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, is prohibited. 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems:
Annenberg Student Success Fund
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
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.

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 consists 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) 740-2500
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.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *[SCampus](#)* in Part B, Section 11, "[Behavior Violating University Standards](#)."
Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.
The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.