



**PR 429: Business and Economic  
Foundations of Public Relations  
& Advertising  
4 Units**

**Spring 2025 – Thursdays – 6-9:20 p.m.**

**Section:** 21258R

**Location:** ANN 305

**Instructor:** Laura Min Jackson, MSOD

**Office Hours:** By prior appointment before or after class or at mutually convenient time during the week. Please email for appointment.

### **Course Description**

As the public relations industry evolves into a discipline that are central to the success of organizations of all types, practitioners increasingly need to be familiar with fundamental aspects of business and economics as they relate to the communication function. To be a valuable counselor to the executive management team and/or clients, practitioners need to be conversant in the language of the boardroom.

At the same time, changes in the media landscape and social media have created a dynamic employment market, lowering the threshold for entrepreneurially minded practitioners to build their own communication firms. This requires a solid understanding of media business models.

Whether they enter the profession as agency employees, corporate communicators, independent consultants or working in non-profit/NGOs or government organizations, today's practitioners must understand the fundamentals economics and of how businesses operate, and how the global economy affects their everyday work.

### **Student Learning Outcomes**

Guided by the principle of economic literacy, this course focuses on core themes related to the business and economics of public relations and advertising industries:

1. Core economic principles as they relate to the corporate PR/communications function. Students will examine the impact of macroeconomic developments on business strategy and communication programs of companies and other organizations. Also, students will examine how development of capitalism shaped the current American economic system.
2. "Business 101," the basic principles that govern businesses, including accounting, finance, human resources, operations, marketing and sales. Also, students will learn how to determine a business risk assessment, how to tell a business narrative, and the business of PR agencies.
3. Financial communications and investor relations including basics such as quarterly earnings announcements and what constitutes a shareholder, but also spanning the lifecycle of a private enterprise from funding announcement to filing for initial public offering to quiet period. This section will discuss investor relations as a specialization of financial public relations, as well the function of annual earnings calls. It will explore how the current financial communication environment has evolved in light of the corporate scandals of the early 21<sup>st</sup> Century.

4. Explore key entrepreneurial concepts including innovation theory, start-up strategies, business-idea evolution, and an introduction to entrepreneurial finance and business models.
5. Developing corporate communication writing material to be incorporated in the student's writing portfolio.

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

1. Explain how corporations and various government institutions are impacted by macroeconomic crises and understand the public statements issued by them in response.
2. Critique public statements on macroeconomic and microeconomic topics issued by corporations and government officials
3. Apply investor relations basics, including earning call, financial statements, SEC filings
4. Converse on basic macro- and micro-economic topics
5. Execute basic financial communications such as Q&A documents and media pitches
6. Explain how corporations (including start-up companies) are formed, capitalized and governed

**Description and Assessment of Assignments**

**Participation in Class Discussions and Following the News (15% of grade)**

It is important to attend class and **actively** participate, since class activities and interaction with peers encourage creative dialogue and diversity of perspective, which helps enhance your learning. It is expected that students will come to class having read/viewed the materials and be prepared to join class discussions, contributing questions and comments. Every week students will be asked to present news items in the area of major business and economic developments.

Classes begin promptly, so please arrive on time. If you are unable to attend class for some reason, please notify the instructor as soon as possible, and assume personal responsibility for gathering notes from other classmates. I will **not** Zoom the class for students who are not physically present. At the end of the semester, points will be allocated to students based upon:

- Consistent demonstration that they have read the material for scheduled class discussion
- Contribution to class discussion; answering questions, asking relevant questions
- Following business events in the news and contributing to class discussion
- Consistent attendance in class in order to participate in and contribute to class discussions
- Demonstrating respect for fellow classmates, guest speakers, and instructor (including appropriate use of personal technologies during classroom time)
- Mature classroom behavior that supports learning

<b>Participation in Class Discussion Grading</b>			
<b>CRITERION</b>	<b>EXEMPLARY</b> 130-150 pts	<b>EXEMPLARY</b> 90-129 pts	<b>UNACCEPTABLE</b> 0-89 pts
<b>Frequency</b>	Frequent contribution to class discussion.	Regular contribution to class discussion.	Seldom or no contribution to class discussion.
<b>Relevance</b>	Contributions to class directly address key issues, questions, or problems related to the text and the discussion activity.	Contributions to class address key issues, questions, or problems related to the text and the discussion activity, but in some cases only.	Contributions to class do not directly address the question or problem posed by the discussion activities.

<b>Insight</b>	Contributions to class offer original or thoughtful insights, analyses, or observations that demonstrate a strong grasp of concepts and ideas pertaining to the discussion topics.	Contributions to class offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topics.	Contributions to class do not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topics.
<b>Support</b>	Contributions to class support all claims and opinions with either rational argument or evidence.	Contributions to class generally support claims and opinions with evidence or argument but may leave some gaps where unsupported opinions still appear.	Contributions to class do not support their claims with either evidence or argument. The contributions contain largely unsupported opinion.

**Following a Publicly Traded Company (25% of grade)**

Each student will choose one publicly traded company and will follow its announcements, PR activities and news coverage as they relate to microeconomic or macroeconomic developments. Examples include major personnel announcements, earnings releases and a material crisis. Throughout the semester, students will repeatedly be asked to verbally report on their company's news of financial impact, and offer a perspective or pose questions. Students will write two papers on their company per the syllabus. The first paper is due in the middle of the semester and the second one at the end of the semester, as noted on the weekly breakdown. Students will also be graded on an in-class presentation on their company.

**Midterm Project: Case Analysis (10% of grade)**

Students will be assigned in small groups to analyze a major economic/business event and present their analysis in class. Students will deduce how this particular issue had an economic/business impact on the parties involved, and choosing the perspective of one of the involved parties, will develop key messaging and tactics to positively shape the outcome. Include citations and references (APA style).

**'PARTNERS' Learning Experiential (5% of grade)**

Students will be randomly assigned into pairs as partners in managing a Profit & Loss (P&L) Balance Sheet for their own simulated PR agency. Events impacting each agency's P&L in the form of revenue additions and/or losses will be regularly divulged, requiring teams to engage in ongoing calculations and strategic business decision-making. Periodic performance updates will be required, including regular submission and recap presentation of updated P&Ls, as well as a "Year In Review" summary presentation by each team, to be delivered the penultimate week of classes. An Excel template will be provided by the instructor and maintained by each team. Audits may occur periodically and without prior warning, so files should be kept updated every week and available to the instructor whenever requested.

### **Quizzes (10% of grade)**

At two points in the semester (towards the middle and the end), students will complete an in-class quiz requiring short written answers to questions on topics covered in class. A study guide will be provided prior to each quiz.

### **LinkedIn Learning Courses (5% of grade)**

During the semester, students will complete three LinkedIn Learning Courses from an approved list in their own time. These must be completed by Week 12 of the course at the latest. Sending the instructor the course completion certificate for each course will automatically qualify the student for the grade allocation.

### **Final Project: Developing a Corporate Communication Campaign for an Industry Impacted By The Current Economic Climate (20% of grade)**

Students will be divided into small groups. Each group will be assigned an industry that has been impacted by the current economic climate. Groups will analyze the macroeconomic importance of your industry sector and the microeconomic implications of the detailed challenge. Then groups will develop a corporate communications plan. This is a 4-part project:

1. Part 1: Presentation Deck
2. Part 2: In-class presentation
3. Part 3: 6-page Paper
4. Part 4: Communication Material

## **Grading**

### **a. Breakdown of Grade**

<b>Assignment</b>	<b>Points</b>	<b>% of Grade</b>
Class Participation/Following the News	150	15%
Presentation on the company you follow	50	5%
First paper on the company you follow	100	10%
Midterm Analysis Presentation	100	10%
Quiz 1	100	10%
Second paper on the company you follow	100	10%
Quiz 2	100	10%
PARTNERS Experiential P&L Sheet	50	5%
Final project (Deck, Presentation, Paper, Comm Material)	200	20%
LinkedIn Learning Courses (3 to be completed)	50	5%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

## **Course Grading Scale**

Description of assessments and corresponding points and percentage of grade.

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

## Grading Standards

All assignments will be evaluated first on content, level of analytical thinking and strategic insight. Student work will then be evaluated based on writing style and grammatical correctness.

**“A” projects** have writing near professional quality; one or no mistakes; clearly proofread and edited material. Includes all required elements per the written instructions provided in class and posted on Brightspace. Excellent organization and flow; shows original thinking and strong grasp of key concepts and issues. Where appropriate, demonstrates creativity in packaging/distribution method. High end of scale: portfolio-ready or publishable today as is.

**“B” projects** have two to five spelling, grammar or AP Style mistakes. One or more required elements missing. High end of scale will have at least one extraordinary element such as keen insight relevant to business, economics, and the topic of the paper. Some creativity shown. Portfolio-ready or publishable with medium editing.

**“C” projects** have more than five errors (spelling, grammar, AP Style). Poorly edited and/or proofread. Features unoriginal or hackneyed elements, such as passive reporting of facts with little analysis or interpretation. Little or no creativity shown. Could be portfolio-ready or publishable with major editing.

**“D” projects** have excessive (10+) errors in spelling, grammar, SP Style. Needs to be completely rewritten. Poorly organized with little or no demonstrated understanding of key concepts discussed in class and covered in assigned readings. 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, including the use of GenAI-created content or resources without sufficient citation when such resources are allowed.

### d. Grading Timeline

Unless otherwise stated, all assignments will be graded within one week. Exceptions might apply and will be communicated.

### Assignment Rubrics

Individual grading rubrics for particular course elements will be detailed when the assignment is posted on Brightspace.

### Assignment Submission Policy

- a. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a full grade deduction for each day they are late. Unless otherwise indicated, assignments must be submitted via email to [laurajac@usc.edu](mailto:laurajac@usc.edu); submission via Brightspace alone is not sufficient.
- b. **All individual submissions must use the following naming convention:**  
Studentlastname.AssignmentName

- c. **All group submissions must use the following naming convention:**  
GroupClient.AssignmentName
- d. **Written assignments, including primary research instruments, should be delivered in Microsoft Word or a similar program** that allows the instructor to make comments in the document.
- i. **Presentations**, including the Midterm and Final Group Presentations **should be submitted as physical PDF attachments, not links**
  - ii. **NOTE:** even if a group chooses to host their presentation on a cloud-based system (i.e. Google slides, Canva, etc.), a PDF of the final materials **must** be emailed **as a physical attachment** by the designated due date. Providing links without physical attachments will only delay grading feedback and may result in an overall lowered score for the respective assignment.
- e. Written assignments will be graded for **content** (a demonstrated understanding of the material) **and for quality of writing**. It is recommended that you proofread your written work carefully before handing it in, and not rely only on apps (Word Spellcheck, Grammarly et. al) as grammatical and contextual errors may occur. Many graphics and survey software programs lack sufficient proofreading functionality, which is another reason to manually proofread your materials before submission. As noted in the previous section of this syllabus, typos or writing quality that makes reading the work difficult will result in a lower grade.

### Required Readings and Supplementary Materials

- Ragas, Matthew & Culp, Ron: *Business Acumen for Strategic Communicators*, New York 2021
- Other readings will include handouts and articles provided electronically by the instructor and posted for the corresponding week on the Brightspace site for this class.
- Videos, podcasts and movies will also be part of the required materials. Details and/or link will be provided by the instructor.
- It is essential that students stay current with major economic and business events. Appropriate website and sources for this will be discussed in the first class.

### Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

### Add/Drop Dates for Session 001

**(15 weeks: 1/13/2025 – 5/2/2025; Final Exam Period: 5/7-14/2025)**

Link: <https://classes.usc.edu/term-20251/registration-calendar/>

**Last day to add:** Friday, January 31, 2025

**Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund:** Friday, January 31, 2025

**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, January 31, 2025 [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, February 4, 2025

**Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:** Friday, February 28, 2025 [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 11, 2025

## Course Schedule: A Weekly Breakdown

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

**Important note to students:** Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

Week/ Date	Topics/Daily Activities	Readings and Homework due for this week's class	Assignment Deliverable/ Due Dates
Week 1 Jan. 16	<p><b>Introduction</b> Background, goals and training related to this course</p> <p>Review of syllabus, including reading materials</p> <p>Introduction to Business and Economic Foundations</p>	Reading: Ragas & Culp, R: 1- <i>Why Knowledge of "Business 101" Matters</i>	Discussion of Community Agreements/Norms
Week 2 Jan. 23	<p><b>Speaking the Language of Business:</b> Financial literacy fundamentals; Core economic and macro-economic principles; overview of public markets</p>	<p>Reading: Ragas &amp; Culp, 2- <i>Growth, Innovation and Transformation</i> 3- <i>The Lean and Agile Enterprise</i></p> <p>LISTEN: Planet Money Podcast on Theories of Market Development: <a href="https://www.npr.org/2021/07/28/1021770148/planet-money-summer-school-1-the-stock-market">https://www.npr.org/2021/07/28/1021770148/planet-money-summer-school-1-the-stock-market</a></p> <p>Additional video and reading assignments assigned by instructor</p>	<p>Introduction of PARTNERS/team formation</p> <p>Selection of Publicly Traded Companies to Follow</p>
Week 3 Jan. 30	<p><b>Macroeconomic Crises: From the Great Depression to the Great Recession to COVID-19</b></p>	<p>Reading: Ragas &amp; Culp, 2- <i>Growth, Innovation and Transformation</i> 3- <i>The Lean and Agile Enterprise</i></p> <p>Video assignment: Watch "31 Days In March. The Month Coronavirus Unraveled American Business" - A WSJ Documentary</p> <p>Plus video and reading assignments assigned by instructor</p>	<p>Introduction of LinkedIn Learning Menu of Courses (Due by Week 12)</p> <p>PARTNERS</p>
Week 4 Feb. 06	<p><b>Speaking the Language of Business:</b> Microeconomics: Accounting and Financial Statements; overview of cryptocurrency &amp; blockchain</p>	<p>Reading: Ragas &amp; Culp, 8- <i>Financial Statements and Valuation Essentials</i></p> <p>Additional readings/videos to be assigned by instructor</p>	<p>Midterm pairs formed and topics assigned; analysis performed outside of class</p> <p>PARTNERS</p>

<i>Week 5</i> <b>Feb. 13</b>	<b>Speaking the Language of Business:</b> The Law of Corporate Disclosure; Bankruptcy; how corporate culture impacts operations	Reading: Ragas & Culp, 9- <i>Corporate Disclosure: Laws, Rules and Regulations</i>  Reading: <i>Is Enron Overpriced?</i> B. Maclean, FORTUNE  Watch: <i>Enron. The Smartest Guys in the Room. 2005</i>	DUE: Follow a Company Paper #1  DUE: Follow a Company Overview Presentations  PARTNERS
<i>Week 6</i> <b>Feb. 20</b>	<b>Speaking the Language of Business:</b> Intangible Assets and Non-Financial Information; Overview of Investor relations	Reading: Ragas & Culp, 7- <i>Finance and the Capital Markets</i>  Reading: "A Descriptive Account of the IR Profession," A. Laskin, <i>Business Communicator Magazine</i>	Quiz #1  PARTNERS
<i>Week 7</i> <b>Feb. 27</b>	<b>Speaking the Language of Business:</b> Corporations, Corporate Governance Corporate Social Responsibility	Reading: Ragas & Culp, 4- <i>The Purpose Driven Enterprise</i> 5- <i>Stakeholders and Society</i> 6- <i>The Board of Directors and the C-suite</i>	PARTNERS UPDATE
<i>Week 8</i> <b>March 06</b>	<b>Midterm Project Presentations – Part 1</b>  <b>Roots of American Capitalism</b>	Asynchronous video assignment: Podcast: "The 1619 Project" The Economy That Slavery Built" *sensitive content; references U.S. enslavement  Additional readings/videos to be assigned by instructor	First group of teams will present this week  PARTNERS
<i>Week 9</i> <b>March 13</b>	<b>Midterm Project Presentations – Part 2</b>  <b>Global Economics</b>	Reading/video assignments to be assigned by instructor	Remaining teams will present this week  PARTNERS
<b>SPRING BREAK</b>			
<i>Week 10</i> <b>March 27</b>	<b>Business Strategy</b> What is strategy; overview of key concepts and personal applications	Reading/video assignments will be assigned by instructor	Industry Group Formation for Final Project  PARTNERS
<i>Week 11</i> <b>Apr. 03</b>	<b>Marketing Strategy</b> Market Segmentation, Target Selection, The "5 Cs" and the "4 Ps"	Reading/video assignments will be assigned by instructor	Follow a Company – Paper #2 DUE  PARTNERS
<i>Week 12</i> <b>Apr. 10</b>	<b>Innovation Theory</b> Disruption, Innovator's Dilemma AI's Impact in PR & Advertising	Reading/video assignments will be assigned by instructor	PARTNERS  DUE: 3 LinkedIn Learning Certifications



<b>Week 13</b> <b>Apr. 17</b>	<b>Entrepreneurship</b> Opportunity Recognition, Starting a Company, Entrepreneurial Finance; Finfluencers	Reading: "This Wall St. Girly Wants to Make Wealth More Accessible," NYT 2024  Additional reading/video assignments will be assigned by instructor	Quiz 2  PARTNERS Final Round
<b>Week 14</b> <b>Apr. 24</b>	<b>The Business of PR &amp; Advertising</b> Overview of the US PR/Ad agency landscape Agency business model Managing agency account budgets Media & Advertising Financial management of the Corporate PR Function	Analysis of largest PR agencies in the U.S.  Reading: excerpt from <i>Managing a Public Relations Firm for Growth and Profit</i> , A.C. Croft (2006), posted on Brightspace  Additional reading/video assignments will be assigned by instructor	DUE: PARTNERS P&L Presentations
<b>Week 15</b> <b>May 01</b>	<b>Final Group Presentations</b>		DUE: PRESENTATION DECKS
<b>FINAL</b> <b>May 08</b>  <b>7-9 p.m.</b>	<b>Recap and Summation: The Way Forward</b>		Final supporting elements of Final Project due

## Policies and Procedures

### Communication

- Communication & Email. Please watch for class emails with updates and instructions; these also will be posted via Brightspace Announcements. Please allow up to 24 hours for a response (not including weekends). I encourage you to talk before or after class, or to email or call me if you have any questions.

### Classroom Policies

- Electronic Devices. Whether in the classroom or on Zoom, cell phones should be turned off when class begins. Additional browser tabs should remain closed unless the instructor says otherwise and only opened for in-class work. Please also place your cell phone on silent, Airplane Mode or "Do Not Disturb."
- We will get to know one another as the semester progresses and a sense of camaraderie will hopefully emerge. You are encouraged to embrace the opportunity to share your professional goals and ambitions, as the class will be tailored to these needs as much as possible, particularly in the context of the final project.
- Respecting and Including Others. I do not wish to quell constructive conversation, drive groupthink or encourage homogenization of ideas or opinions. Sharing differing perspectives typically contributes greatly to personal understanding, growth and appreciation of similarities and differences, but the dialogue must remain as respectful and as inclusive as possible. To ensure the safety of all students, I have a zero-tolerance policy on discussion that directly or indirectly endorses acts of racism, sexism, ageism, homophobia, or other behaviors against protected classes and/or that are in direct opposition to inclusiveness and a respectful learning environment. You are expected to act as adults at all times, being courteous and sensitive to the interests of your fellow classmates. If you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, I encourage you to check your motives, and if you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, please speak with me in advance of presenting any potentially inappropriate content.

## **Classroom Norms**

During our first class session, we also will engage in a qualitative dialogue that will lead to a list of community agreements as to how we will conduct our class this semester.

## **Course Evaluations**

Course evaluation occurs at the end of the semester university-wide, and class time will be provided for students to provide their honest assessment of the course and instructor. In addition, class time will be provided for a mid-semester evaluation.

## **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.

## **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 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).

## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct**

The USC Student Handbook (<https://policy.usc.edu/studenthandbook/>)

### **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](#).

### **USC School of Journalism Policy on Academic Integrity**

[https://catalogue.usc.edu/preview\\_entity.php?catoid=16&ent\\_oid=3459](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.

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

- The submission of material authored by another person or entity (such as an AI tool – see below) 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, articles 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, articles or assignments that another student submits as their own work.

### **Generative AI Policy**

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 or notes section. Students are solely responsible for the quality and the accuracy of their submissions, regardless of whether they were completed with the aid of generative AI.

## **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](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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:**

USC Annenberg has an embedded student health counselor, Dr. Kelly Greco. Dr. Greco helps students prioritize their mental health and emotional well-being. In this video, she shares a few tips for how to "Fight On" every day. Students may schedule sessions with her through MySHR or by calling (213) 740-9355 (WELL). USC Student Health services are also available to support student's mental health journey by visiting: <https://sites.usc.edu/counselingandmentalhealth/>

[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](mailto:otfp@med.usc.edu)

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

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

## **About Your Instructor**

Laura Min Jackson has worked with global corporations, start-ups and nationally ranked PR agencies. Her independent PR consultancy clients have included Beckman Coulter; Miocean; Össur; Ortho Clinical Diagnostics and Sony Pictures Entertainment Corp.

Previously, she was VP/Global Communications for Baxter Healthcare and Edwards Lifesciences, overseeing all communications for the NYSE-traded firm and its \$200 million nonprofit Edwards Lifesciences Fund. She was SVP/West Coast Director of the national Healthcare practice at Porter/Novelli and specialized in Healthcare and Crisis Communications at PainePR (now Citizen Relations). She began her agency career at Burson-Marsteller after working in the Government and Nonprofit sectors.

Laura earned her M.S. in Organization Development from Pepperdine University, and her bachelor's in Communications/PR from Cal State Fullerton. She's been a consultant, guest speaker and facilitator for public health, educational and policy organizations worldwide.