

PR 458: Political Public Relations and Advocacy **4 Units**

Spring 2025 – Wednesdays – 2-5:20 p.m.

Section: 21263R

Location: ANN L115

Instructor: Dan Schnur

Office: ANN lobby

Office Hours: Wednesdays, 12:30-1:30 p.m. (in person),
Tuesdays, Thursdays, Fridays (Zoom by appointment)

Contact info: schnur@usc.edu (cc all email to
dan.schnur@mindspring.com)

Course Description

This course will teach public relations strategy and tactics in the context of a political campaign, but the key concepts will be applicable to almost any persuasive and motivational messaging challenge in the public, private or non-profit sectors.

Students will learn the principles of campaign message development and will be asked to practically apply those lessons by developing campaign messages of their own for both real and hypothetical candidates. They will be asked to attempt to deliver campaign messages as well, both in writing and in classroom exercises that require them to assume the role of both candidate and campaign strategist by participating in mock news conferences, ad tests, and other simulations of real-life campaign experiences.

Students with an interest in politics and government will benefit from the ongoing discussion of contemporary and historical political activity as a regular feature of the course. Those students considering careers in politics and government will benefit from access to an instructor with real-world experience in these fields, as well as practical written and in-class exercises designed to help them understand the unique requirements of political messaging. Other students who are preparing for careers outside of politics and government will find the real-world framing of this course to be a useful complement to other classes in the Public Relations major.

Rather than engaging in a philosophical debate over the relative merits of various candidates and causes, we will instead use this course to examine the inner workings of the political communications and advocacy processes and the ways that political messages are communicated to the voting public. Instead of arguing the relative merits of liberals vs. conservatives and Democrats vs. Republicans this course will focus on how successful campaign operatives of both parties and all ideologies develop, target and deliver a message to voters.

The role of both the instructor and the students are much more participatory than in a traditional classroom atmosphere. While the first portion of class is devoted to traditional lecture on a pre-assigned topic, students are expected to play an active and involved role in the form of questions, comments, or analysis on the topic at hand. The second half of each class requires even more involvement: it is devoted to a class discussion of contemporary politics or government (in the context of that week's topic) or to the students' involvement in a series of classroom activities and group presentations designed to simulate actual communications and messaging activities.

We will devote the bulk of the course to discussing the practicalities of campaign politics, with a specific emphasis on campaign strategy and messaging. We will focus on the means by which a campaign develops its message, and how that message is communicated through the news media, paid advertising, online communications and social media. The class will also examine the broader strategic and tactical questions, which guide a campaign's operation.

By learning about how candidates develop and deliver a campaign message to build public and political support, students will be able to apply those communications techniques and concepts toward messaging goals in the fields of private sector public relations, non-profit advocacy work and other professional and community-based projects,

We will also take a broader look at the American political system: its strengths and weaknesses, the relationship between politicians and the voters and the changing influence of the news media on the political process. The 2024 campaigns upended many long-held assumptions about the interaction between candidates, voters, and media. We will discuss how the changing nature of those roles impacts not just politics but other areas of society as well.

Although the communications and messaging concepts will be discussed in the context of a political campaign, extensive prior knowledge about the political system is not necessary – as long as the student is interested in learning about more about American politics and/or how to apply the skills of political messaging toward their own communications goals.

Student Learning Outcomes

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

- Analyze a political candidate's campaign message when delivered through news, paid, and digital media
- Develop understanding of how candidates' and voters' heritage, demographic identity and lived experience impacts the campaign discussion
- Research voter behavior to understand election results
- Develop a candidate message to build voter support
- Create news conferences, paid advertising and digital message to motivate and persuade voters
- Construct campaign strategy to elect real-world candidate to office

Course Notes

Class will meet in person. Lectures will be posted online, but watching the lecture online outside of class should be an addition to – rather than a substitute for – class attendance

Description and Assessment of Assignments

Students will complete a series of 1-2 page and 5-page assignments over the course of the semester that will serve as the foundation for the final semester project – a communications strategy designed to elect a candidate to political office. Each assignment will receive written and verbal feedback to help the students move on to the next step.

The students will be asked to participate on a regular basis, offering their own thoughts on the assigned reading and on contemporary news events. (Students will be given the specific topics for discussion in advance so they will be able to properly prepare.)

Students will be encouraged to share their own experiences and to apply them to classroom discussion, and grow to understand that the most effective way to persuade and/or motivate an audience toward your goals is to understand their perspectives, backgrounds and experiences, and to demonstrate respect when addressing and acknowledging differences between the communicator and their audience.

Students should demonstrate respect for fellow classmates, guest speakers and to me. This includes appropriate use of personal technologies during class and conducting yourself in a mature way that supports everyone's learning. The course will include in-class discussions and student presentations, so students should be thoughtful listeners and regular contributors.

Grading

a. Grading Breakdown

Description of assessments and corresponding points and percentage of grade.

Assessment Tool (assignments)	% of Grade
Class participation, discussion and homework assignments	10%
Midterm	20%
Semester Project	60% total
a. <i>Final Paper</i>	40%
b. <i>Candidate Research Summary</i>	10%
c. <i>Voter Targeting Summary</i>	10%
In-Class Final Exam	10%
TOTAL	100%

b. Course Grading Scale

Course requirements are simple: show up, do the reading, participate in classroom discussion and exercises and complete all written assignments on time. A short midterm, based on the first several weeks of reading and lectures, will represent twenty percent of the course grade.

The centerpiece of the course will be a semester project for which students will research and write a full campaign plan that you would submit to a candidate for office. This plan will encompass all facets of campaign strategy, message development and communication and voter targeting. Students will rely on class lectures and reading for the bulk of the necessary information, although a good amount of independent research will be required as well.

Letter grades and corresponding point value ranges.

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

c. Grading Standards

“A” projects have near professional production quality; one or no mistakes; clearly error-checked and edited material. All required elements included (varied vocabulary; supporting facts/figures/graphics/videos/audio segments; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is; client-ready

“B” projects have two to five spelling, grammar mistakes. One or more required elements missing or poorly displayed (i.e., poorly illustrated graphic, confusing chart, misleading language, etc.). Shows potential as a good content producer. All elements are well organized. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or stunning graphic element. Some creativity shown. Publishable with medium editing; nearly client-ready

“C” projects have more than five errors (spelling, grammar). Poor production quality, poorly edited and/or proofread. Confusing or uninteresting content. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing; not client-ready

“D” projects have more than ten errors (spelling, grammar). Needs to be completely rewritten/reproduced. Poorly organized with little or no understanding of public relations and

advertising standards. Needs to work with an official writing coach.

“F” projects are not rewritable/reproducible, are late or not turned in. material show no understanding of PR/advertising approaches or standards. A grade of F also will be assigned for any submitted work that is found to be plagiarized, fabricated and/or uses AI tools in unattributed ways.

d. Grading Timeline

All assignments will be graded and returned along with written feedback within seven days of submission. Students will have the opportunity to meet with the instructor within seven days to clarify and address any grade-related concerns.

Assignment Rubrics

This is an example of the type of prompt that students will use for their written assignments. (Although this will be augmented by in-class guidance and follow-up email and Brightspace information):

As a reminder, your assignment is a 1-2 page campaign announcement speech for your own hypothetical future candidacy for elective office. You should write this in the first person as if you all be delivering it to an audience of voters. and it should include each of the components of a campaign message that we have talked about in class over the last two weeks.

Your speech should include a 1-2 sentence rationale, a phrase that can be used as an external and universal version of your rationale (your campaign theme), and your three top issue priorities (including at least a couple of sentences explaining your position on those issues). You should also include at least some elements of your future personal, professional and political biography in the speech, which should be submitted by next Friday, February 16.

Please feel free to submit a rough draft this week and I would be happy to provide feedback on it before you submit the final assignment. I will also hold expanded office hours tomorrow and Friday if you have any questions.

Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will have points deducted.
- B. Assignments must be submitted online to the instructor’s personal email account:
(dan.schnur@mindspring.com)

Required Readings and Supplementary Materials

Why We're Polarized by Ezra Klein (Profile Books)

Them by Ben Sasse (St. Martin's Press)

Electable by Ali Vitali (HarperCollins Publishing)

A Return to Normalcy? by Larry Sabato (Rowman & Littlefield)

Inside Campaigns by Feltus, Goldstein, and Dallek (Sage Publishing)

Additional Reading: Students are expected to be aware of current events and issues and are encouraged to read at least one daily newspaper per day, watch local and national news programs, and monitor online coverage of California and national politics and government. The following sites are recommended for comprehensive coverage: The Politico (www.politico.com) and Rough & Tumble (www.rtumble.com).

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.

SECTION I: GETTING READY TO RUN

Week 1/January 15 – Class Introduction and Overview

- Introduction of course: expectations, weekly assignments, reading and discussion
 - Competition for Voters' Attention
- Expanding Voters' Window of Opportunity
- Reading Assignment for 1/22: *Electable* (Introduction - Chapter 6), *Inside Campaigns* Chapter 1 and Chapter 5)

Week 2/January 22 – Message Development: Importance of Biography

- Biography as Foundation for Campaign Message
- Biography as Credibility Basis for Issue Discussion
- Using Biography to Connect with Voters
- Reading Assignment: 1/29: *Electable* (Ch. 7-14), *Return To Normalcy* (Ch. 1-3)
- Writing Assignment for 1/31: Topics for final project

Week 3/January 29 – Elements of Message Development

- Central elements of message development
- Candidate Guidelines for Issue Selection
- Message Reinforcement Techniques
- Reading Assignment for 2/5: *Why We're Polarized* (Chapters 1-4), *Inside Campaigns* (Chapter 6)
- Writing Assignment for 1/31: Topics for final project
- Writing Assignment for 2/7: 1-2 page Message Development Exercise

January 31 – Topics for final project due

Monday/Tuesday, February 3/4 – Breakout Room group meeting #1

Week 4/February 5 – Message Development: Understanding the Landscape through Political Research

- Self and Opposition Research
- Demographic and Geographic Voter Research
- Issue Research: Planning for Voter Interest Level
- Writing Assignment for 2/7: 1-2 page Message Development Exercise
- Reading Assignment for 2/12: *Them* (Chapters 1-4), *Return to Normalcy* (Chapters 4, 5)

February 7 – 1-2 page Message Development Exercise Summary due

Week 5/February 12 – Message Delivery: Targeting the Message

- Identifying Voting Trends: Persuasion vs. Organization/Motivation
- Motivating Supporters/ Persuading Undecided Voters
- Voter Groups – Characteristics and Influence
- Reading Assignment for 2/19: *Why We're Polarized* (Chapters 5-6), *Return To Normalcy* (Chapters 9, 10), *Inside Campaigns* (Chapters 2-3, pp. 171-191)
- Writing Assignment for 2/21: 1-2 page Message Development Exercise

Week 6/February 19 – Messaging Options in Paid and News Media

- Establishing candidate's positive credentials
- Focusing on opposition: negative/comparative messaging
- Coordination between paid/news media
- Writing Assignment for 2/21 : 1-2 page Message Development Exercise
- Reading Assignment for 2/26: *Them* (Chapters 5-6), *Return To Normalcy* (Chapter 11)

February 21 – Candidate Message/Research Summary Assignment due

Monday/Tuesday, February 24/25 – Breakout Room group meeting #2

Week 7/February 26 – Message Delivery: Messaging through News Media Coverage

- Objectives of News Media Relations
- Use of Public Events for Message Reinforcement
- Preparing for reporters' question
- Reading Assignment for 3/12: *Why We're Polarized* (Chapters 7-8), *Inside Campaigns* (Chapter 7, pp 149-170)
- Group Assignment for 2/28 – Group Project #2

February 28 -- Group Project #1 Due

Week 8/March 5 – Midterm

- Reading Assignment for 3/12: *Why We're Polarized* (Chapters 7-8), *Inside Campaigns* (Chapter 7, pp 149-170)
- Writing Assignment for 3/14 : Voter Research Summary

SECTION II: ENGAGING THE ELECTORATE AND THE OPPONENT

Week 9/March 12 – Message Delivery – Principles of Paid Media and Advertising

- Goals of broadcast advertising, mass communication
- Nonverbal messaging/message reinforcement
- Advantages/Disadvantages of paid media
- Writing Assignment for 3/14: Voter Research Summary
- Reading Assignment for 3/26: *Them* (Chapter 7), *Inside Campaigns* (pp.192-204)

March 14 – Voter Research Summary Assignment

March 19 – Spring Break

Week 10/March 26 – Campaigning Online: Goals and Impact

- Trends in digital communications
- Persuasive vs. motivational campaigning
- Lessons from private sector (viral marketing)
- Reading Assignment for 3/28: *Inside Campaigns* (Chapters 11-12, Appendix A), *Return To Normalcy* (Chapters 6-8, 13)
- Writing Assignment for 4/11: Voter Targeting Summary

Monday/Tuesday, March 31/April 1 --- Breakout Room group meeting #3

Week 11/April 2 – Campaigning Online: Goals and Impact

- Use of data for voter targeting
- Online news media
- Online paid media/ads
- Reading Assignment for 4/9: *Them* (Chapter 7), *Inside Campaigns* (pp.192-204)
- Writing Assignment for 4/11: Voter Targeting Summary

April 4 -- Group Project #2 Due

Week 12/April 9 – Campaigning Online: Social Media and Voter Contact

- Motivating, organizing supporters for voter contact
- Volunteer and grassroots outreach
- Message control vs. supporter involvement
- Writing Assignment for 4/11: Voter Targeting Summary
- Reading Assignment for 4/16 *Inside Campaigns* (Chapters 11-12, Appendix A), *Return To Normalcy* (Chapters 6-8, 13)

April 11 - Voter Targeting Summary Assignment due

Week 13/April 16 – Advanced Voter Contact: Social Media and Voter Contact

- Lessons from 2024 campaign
- Direct mail/grassroots organizing in digital era
- Visual message reinforcement
- Reading Assignment for 4/23: *Them* (Ch 8- conclusion, *Why We're Polarized* (Ch 9-10)
- Writing Assignment for 4/25: Final Paper

Monday/Tuesday, April 21/22 – Breakout Room group meeting #4

Week 14/April 23 – Advanced Voter Contact: Demographic Outreach

- Lessons from 2024: Podcasts and influencers
- Targeting low-engagement voters
- Closing messaging in digital ads, mail and email
- Writing Assignment for 4/25: Final paper

April 25 – Final Paper due

Week 15/April 30 – Final Thoughts and Wrapping Up

- Reviewing assignment for class final
- Leadership/Career discussion
- Course Evaluations/Recap

Final Exam Period/May 12 (2-4 P.M.) – Class Final

Policies and Procedures

Additional Policies

I prefer for students to cc all emails to my private email account (dan.schnur@mindspring.com). I will respond to all emails within 24 hours.

Class Involvement and participation

As noted earlier in the syllabus, class participation will count for ten percent of your semester grade. The syllabus is divided into two modules (pre and post midterm). Students will receive participation points for both of those two time periods. Each student's semester participation grade will be calculated as an average of their participation during the two modules.

Students can earn points for their participation grade in the ways described below.

- A. **Breakout Rooms** – Students will be encouraged to attend a 30-minute Breakout Room on a Monday, Tuesday, or Thursday on four occasions throughout the semester. You will work with the Instructor to determine which days you will attend, but they will occur every few weeks beginning the week of September 9 and concluding the week of November 18. The sessions will focus on a current events discussion based on the topics outlined in class that week, to prepare for assigned group presentation projects, or to receive guidance on upcoming tests or written assignments. Breakout Rooms will meet the weeks of February 3-6, February 24-27, March 31-April 3, and April 21-24. *6 points per breakout session. Maximum of 12 points per section.*
- B. **In-Class Participation** – Students are expected to participate in class on a regular basis, with questions during lecture or comments and/or questions during discussion of the assigned reading and current events. Students can also earn a participation point each week by submitting three questions or short comments in writing before class begins. *1 point per contribution –maximum 2 points per week, 10 points per section*
- C. **Group Presentations** - Each student will participate in two small-group projects over the course of the semester, which will involve jointly writing a script for a live presentation. These projects will be presented to the entire class, and they must be submitted to the Instructor at the beginning of class on the day they are due. *3 points per presentation. Maximum 3 points per section.*

Point Thresholds – A=22-25 points per section, B= 17-21 points per section, C=16 points or less per section. (Participation points will be calculated after the midterm for the first half of the semester and after the last day of class for the second half of the semester. The two participation grades will be averaged at the end of semester)

Alternative ways to earn participation points – Students with scheduling or Internet connection challenges can contact the instructor and be given an alternative way of earning participation points unavailable to them in the Breakout Sessions or Group Projects.

Communication

In addition to weekly office hours on Wednesdays before class from 12:30-1:30 PM, I am also available for individual and small group meetings on Wednesday mornings and after class on Wednesdays as well. I am also happy to schedule online meetings on Tuesdays, Thursdays and Fridays if that's better for your schedule.

Classroom Policies

Classes will be posted on Brightspace, but student in-person attendance is preferred. If you're not able to attend class, I ask that you let me know in advance. You'll be responsible for watching the class video by the time class meets again the following week, but I am happy to meet with you as well to make sure you're caught up on what you missed. You will be expected to check your USC email accounts daily for class updates.

Classroom Norms

Because a class on political communications sometimes involves discussion of topics on which we have strong opinions, it is especially important that we are all committed to a classroom environment of mutual respect and tolerance. On the first day our class meets, I ask students to set aside their personal political opinions in the class: I want you to be analysts of effective political communications techniques rather than advocates for specific candidates and causes.

In addition, we should all strive to achieve the following objectives:

- Listen actively and attentively.
- Listen respectfully, without interrupting.
- Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Listen carefully to what others are saying.
- Listen carefully to what others are saying even when you disagree with what is being said.
- Respect each other's views.
- Challenge one another, but do so respectfully.
- Be respectful of what others are saying.
- Always use a respectful tone.
- Avoid inflammatory language.
- Avoid put-downs (even humorous ones).
- No name-calling or other character attacks.
- No interrupting or yelling.
- Do not interrupt when someone else is speaking.
- Be aware of the fact that tone of voice and body language are powerful communicators. Some postures or facial expressions (e.g., crossed arms, eye rolls, loud sighs) can silence, provoke, intimidate, or hurt others. Others (e.g., facing and looking at the speaker, staying quiet, nodding) can show you are listening respectfully

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class.

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=20&ent_oid=4369

"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. 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:

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

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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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

Dan Schnur has taught at USC since 2004. Dan is also an Adjunct Instructor at UC—Berkeley and has taught at Harvard University's Kennedy School.

Previously, Dan worked on four presidential and three gubernatorial campaigns and served as the national Communications Director for Senator John McCain's 2000 presidential campaign. In 2010, Dan was appointed Chairman of the California Fair Political Practices Commission (FPPC). Dan is now registered as a No Party Preference voter and ran as a non-partisan candidate for California Secretary of State in 2014.

Dan is a board member of the Los Angeles Museum of the Holocaust, the Los Angeles World Affairs Council, the Center for Asians United for Self Empowerment (CAUSE) and as an advisor to the Hispanics Organized for Political Equality (HOPE) leadership training program. He is the former LA Director for the American Jewish Committee and serves as an advisor to the LA Jewish Federation.