

# USC Annenberg

School for Communication  
and Journalism

COMM 402 (20617) Public Communication Campaigns (4 units)  
Spring 2025, Thursday 2:00 – 4:50pm  
Location: ANN L116

**Instructor:** Dr. Lindsay Young

**Campus Office:** ASC 326C

**Office Hours:** Tuesdays, 3-5pm (Zoom only)

- Sign up for Office Hours here: [https://calendly.com/lev\\_584-usc/comm-402-office-hours-spring-2025](https://calendly.com/lev_584-usc/comm-402-office-hours-spring-2025)

**Email:** [lindsay.young@usc.edu](mailto:lindsay.young@usc.edu)

## Course Description

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The purpose of this course is to understand how public communication campaigns are designed, disseminated, and evaluated. Public campaigns are designed to address topics of interest to the public with the intention of improving the quality of life for individuals, families, and communities. Public campaigns are intended to make the public aware of a problem, to be informed and knowledgeable about the problem, to change attitudes, and to motivate individuals to do something about the problem (i.e., to take action).

Public communication campaigns often center on issues related broadly to themes like health, environment, education, family & community, emergency preparedness, and safety. Increasingly, however, public communication campaigns are taking on critical human rights and justice concerns, for example racial justice, criminal justice reform, LGBTQ+ rights, gender equality, housing equity, and environmental justice, to name a few.

This course is an upper-level seminar. Students are expected to be able to work independently, with all major assignments focused on one particular social issue/public concern of their choice. Each student will have three major assignments (described in more detail below) around that topic, focusing on the following:

- Assignment 1: Write a research paper (i.e., background paper) on the social issue you are tackling
- Assignment 2: Critically review a current or past public communication campaign about your issue
- Assignment 3: Pitch a new campaign for the issue (written proposal and brief oral presentation)

This course will be primarily discussion- and activity-based. We will use brief lectures, assigned readings, and multimedia campaign content as the foci of those discussions and activities. As your instructor, my responsibilities will be to: (1) expose you to research and theory in the social and behavioral sciences that are relevant to public communication campaigns, providing examples along the way; (2) advise and assist students in their paper projects and proposals (described in more detail below); (3) provide feedback on papers and

proposals so that the papers are well written and supported throughout; and, most importantly, (4) nurture an environment where your ideas and experiences are valued.

## Learning Objectives

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

1. Explain the theories of persuasion and behavior change that work within communication campaigns.
2. Analyze how a given persuasive scenario targets a specific segment of the population.
3. Dissect and critique the techniques that have been applied in previous persuasive campaigns.
4. Evaluate the reasons some messages succeed while others fail.
5. Conduct research on their social issue of choice.
6. Design the elements of a new campaign, applying theoretically informed design and persuasion principles that are aligned with your campaign objectives and audience needs.

## My Teaching Philosophy

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My teaching is guided by the principle that ***education is a partnership***. By this, I mean that you and I are joint participants in the educational process and, therefore, we should consider ourselves collaborators, working together to achieve a common pursuit. When put into practice, this “partnership” perspective should translate into interactions characterized by:

- ***Intellectual generosity***: Intellectual generosity is what happens when I bracket my own ideas to help you develop your own *and* when you bracket your ideas to help your fellow classmates develop their own. More than just a selfless act and a sign of one’s maturity, being intellectually generous can also help you grow in your own thinking.
- ***Mutual respect***: Our diverse backgrounds — by race, ethnicity, gender identity, sexual orientation, disability, class, ideology, and even personality traits — are our greatest strengths. I strive to make my classroom a place where those differences can be expressed and valued as the assets that they are. To ensure that everyone feels welcome to express themselves, we must treat one another with mutual respect and proceed with a good faith effort to listen and learn from one another. Healthy partnerships are respectful partnerships.
- ***Mutual accountability***: As partners, we must hold each other accountable for the responsibilities we have for making this a successful experience. As students, you are responsible for attending class, engaging with course content, completing assignments, etc. And, as your teacher, I am responsible for ensuring a productive learning environment, providing timely and constructive feedback, responding to your concerns, etc. If at any point, we find ourselves falling short, it’s important that we be receptive to feedback on how we can improve.
- ***Mutual patience and flexibility***: Over the years, I have learned to understand the importance of being patient and flexible as one cannot control every aspect of their environment. I am committed to creating a learning environment that works for us, but to do that I will need your patience and flexibility as I figure out what works and what does not work. And, in return, I will be as patient and flexible as I can for you.

## Communication with Your Professor

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In line with my philosophy that education is a partnership, I want you to feel comfortable asking questions and giving me feedback on the course. You will have several options for seeking and/or providing feedback, including:

- In class: Each class will start with a check-in; good time for logistical questions
- Office hours: Speak with me directly during office hours
- Email: Email me at [lindsay.young@usc.edu](mailto:lindsay.young@usc.edu) and I will try to respond within 24 hours
- End-of-term evaluations

## Technological Proficiency and Hardware/Software Required

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This course requires use of Brightspace, Microsoft Word, and presentation software (e.g., Power Point, Google Slides, Canva).

### USC Technology Support Links

[Brightspace Assistance](#)

[Software available to USC Campus](#)

[Zoom information for students](#)

## Required Materials

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This course does not have any textbooks that have to be purchased. All assigned readings and lecture slides will be made available on Brightspace under “Content”, which is organized by week.

## Description and Assessment of Assignments

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**NOTE:** Descriptions of each writing assignment and its grading rubric will be uploaded to Brightspace and discussed in class.

### Major Assignments

1. **The Background Paper** is a research paper on the public interest topic or social problem you have selected for the semester. This paper should address: (1) the nature and scope of the problem; (2) key causes and consequences of the problem; (3) populations/communities who are most impacted and why; (4) an overview of what has been done to solve/address the problem; and 5) an assessment of what those efforts have missed or why they have failed to produce appropriate change.
2. **The Campaign Review Paper** is a critical evaluation of a current (ongoing) or past campaign that has addressed your focal issue. This paper should draw on principles of campaign design we cover in class to assess the following: (1) the reason why the campaign was launched; (2) the apparent intended audience; (3) the overall goals of the campaign; (4) the ask being made of the audience; (5) the messaging and dissemination strategies being used (e.g. message appeals, source characteristics, channels of dissemination, etc.); and 6) the overall effectiveness of those strategies.
3. **The ‘Next Big Idea’ Project** is your opportunity to create a new campaign on your social issue. Your ‘Next Big Idea’ project will be organized into two parts: a written proposal and a brief oral pitch. The written proposal will provide: 1) a summary of what past campaigns have missed about the problem

and/or have failed to accomplish, 2) an assessment of what you think any new campaign on the issue will have to address and/or overcome to be successful, 3) a description of who the target audience will be for your new campaign, 4) the reveal of your new idea, including a name for the campaign and detailed descriptions of its key elements, and the primary outcome you hope to achieve, and 5) a proposed plan for evaluating its effects. The oral presentation will be structured like a 'pitch' that you would give to your teammates or the client who is funding the campaign. Essentially it will be a distilled version of the proposal in a more visual format. This is also an opportunity for all your classmates to see what you have been working on all semester.

### Specs and Deadlines for Major Assignments

| Assignment                     | Specs  | Due Date  |
|--------------------------------|--|---|
| Background Paper               | MS Word, 8-10 double-spaced pages (not including title page or reference page), 12-pt font, 8+ scholarly citations using APA guidelines<br><br><i>Note: You may use ChatGPT as one of your 8 sources for this paper. However, you can only use it as a reference once in the paper, and you must still cite 7 additional scholarly pieces of work to meet your citation quota.</i> | Mon, Feb 24   |
| Campaign Review Paper          | MS Word, 6-8 double-spaced pages, 12-pt font   | Mon, March 24   |
| Next Big Idea Oral Pitch       | 10-minute oral presentation w/ slides  | Presentations scheduled for:<br>▸ Th, April 24<br>▸ Th, May 1 |
| Next Big Idea Written Proposal | MS Word, 6-8 double-spaced pages, 12-pt font   | Monday, May 5   |

For help with APA-style citation check this out:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

For help with using APA style to cite ChatGPT: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

### Grading Breakdown

Grades will be recorded in Brightspace.

| Assignment   | % of Grade |
|--|------------|
| Assignment #1: Background Paper                                      | 30%        |
| Assignment #2: Campaign Review Paper                                 | 30%        |
| Assignment #3: Next Big Idea Project (Written Proposal + Oral Pitch) | 40%        |

| Assignment | % of Grade |
|------------|------------|
| Total      | 100%       |

## Grading Scale and Standards

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Course grades will be determined using the following scale and standards.

|                |                |                |
|----------------|----------------|----------------|
| 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   |

| Letter Grade | Description   |
|--------------|---|
| <b>A</b>     | Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.                             |
| <b>B</b>     | Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings. |
| <b>C</b>     | Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.          |
| <b>D</b>     | Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.       |
| <b>F</b>     | Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.  |

## Course-Specific Policies (deadlines, grading timeline, late work, extensions)

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**Assignment Submission:** All assignments should be submitted through Brightspace.

**Grading Timeline:** I will do my best to return graded work within 10 business days from the date of submission.

**Grace Extensions:** For the background and campaign review papers, each student can request one no-penalty grace extension equal to a maximum of 48 hours of extra time to turn in that assignment. However, to earn the right to use this extension you must request the extension **BEFORE** the deadline. More specifically, all requests must be made via email by 5pm the day the assignment is due. So, if the assignment is due on Monday at 11:59 pm, then your extension request must be made by 5pm on Monday. If you do not communicate with me in advance about your need for an extension, then your work will be penalized using the structure below.

**Penalized Late work:** All assignments are due on the designated due date by 11:59 pm Pacific Time. An assignment turned in after the designated due date **AND** for which no extension was granted, will be penalized in the following way:

- Submitted < 24 hours late = 3 percentage pts off
- Submitted 24 – 48 hours late = 5 percentage pts off
- Submitted > 48 hours late = 10 percentage pts off

## Academic Integrity

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A grade of zero will be applied to submitted work that does not comply with the USC standards of academic conduct.

## Generative AI/ChatGPT Usage

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The use of generative AI tools (e.g. ChatGPT) is permitted for activities such as:

- Finding scholarly papers on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs or papers to complete class assignments

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. Any written assignment that uses information gleaned from ChatGPT must cite its use, both in-text and in the reference list. Please see here for guidelines on how to do that: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. When in doubt about permitted usage, please ask for clarification.

## Attendance and Participation

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**Attendance:** I expect that students will make every effort to attend class. Missing just one class for a course taught once a week can really set a student back. However, I also recognize that personal circumstances (e.g., personal health; death in the family; religious observances) may preclude class attendance. Please email me to let me know that you are unable to attend class so that I can help you access what you need to stay abreast with course content. However, this class is not a hybrid class, so I will not offer the option of attending class over Zoom in the case that you cannot attend in person. All materials presented in class, including links to campaign material that we discuss, will be made available on Brightspace.

**Participation:** This course is discussion- and activity-based, which means that participation is necessary for making it a successful experience for everyone. That said, I will not grade your participation. I choose not to grade participation because I want students to speak when they have something to contribute, not because they need to say something to get points. I don't want students worrying about whether their answer is right or their comment is good. Learning to speak up in a group is a skill that you'll need throughout your life. In this course,

you have the opportunity to develop that skill without grade pressure. I hope you'll take advantage of some of these opportunities to join the conversation:

- *Synchronous participation*: oral participation in class (e.g., asking questions/answering questions, sharing thoughts/opinion), in-class activities (e.g., group activities), office hours or appointments, etc.
- *Asynchronous participation*: emails to the instructor

## Classroom Norms

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To promote a healthy, fair, respectful, and productive classroom environment, everyone should use the following guidelines to inform all course related interactions:

- Allow classmates the opportunity to express themselves – be intellectually generous!
- Listen actively
- Critique ideas, not people
- Disagree openly, but respectfully
- Either support your assertions with evidence, or speak from personal experience

## Statement on Academic Conduct and Support Systems

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### Academic Conduct:

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" [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](https://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP)* - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)*- (213) 740-5086 | Title IX – (213) 821-8298

[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual

sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

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*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

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) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*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.



## Course Schedule: A Weekly Breakdown

| Week   | Date     | Topics  | Readings, Listeners, Viewings<br>(complete before class; except Wk1)   | Assignments Due  |
|--|----------|---|--|--|
| <u>Week 1</u><br>Introductions                                   | Th, 1/16 | <ul style="list-style-type: none"> <li>- Course Overview</li> <li>- Student Introductions</li> <li>- What is a Public Communication Campaign?</li> </ul>                                    | Atkin & Rice (2013) - Theory and Principles of Public Communication Campaigns  |  |
| <u>Week 2</u><br>Theories of Behavior Change: Overview           | Th, 1/23 | Introduction to Theory <ul style="list-style-type: none"> <li>- Why theory matters</li> <li>- Intro to the ecological model of behavior change</li> </ul>                                   | National Cancer Institute - Theory at a Glance (pp. 1-12)<br><br>Fishbein & Yzer (2003) – Using Theory to Design Effective Health Behavior Interventions   | <a href="#">Due on Mon, 1/27: Your issue of choice; Notify Prof. Young via email</a> |
| <u>Week 3</u><br>Individual-level theories of behavior change    | Th, 1/30 | Individual Level Theories: Channeling perceptions and personal dispositions<br><br>Theories: Health Belief Model, Protective Motivation Theory, Stages of Change                            | National Cancer Institute - Theory at a Glance (pp. 12-19)<br><br>Seitz et al (2024) – Formative Research to Inform College Health Communication Campaigns About COVID-19 Prevention Behaviors   |  |
| <u>Week 4</u><br>Interpersonal-level theories of behavior change | Th, 2/6  | Interpersonal Level Theories: Channeling social identity, social norms, and social learning<br><br>Theories: Social Comparison Theory, Norm-based Theories, Social Learning and Role Models | National Cancer Institute - Theory at a Glance (pp. 19-22)<br><br>Morgenroth (2015) – The motivational theory of the role model<br><br>Rimal & Real (2003) – Understanding the Influence of Perceived Norms of Behaviors   |  |
| <u>Week 5</u><br>Community-level theories of behavior change     | Th, 2/13 | Community Level Theories: A social determinants of health framework<br><br>Watch in class and discuss: “Unnatural Causes: Place Matters”  | National Cancer Institute - Theory at a Glance (pp. 22-33)<br><br>Niederdeppe et al (2008) – Message Design Strategies to Raise Public Awareness of Social Determinants of Health<br><br>Thompson et al. (2016) - Strategies to empower communities to reduce health disparities |  |

| Week                                    | Date     | Topics   | Readings, Listeners, Viewings<br>(complete before class; except Wk1)  | Assignments Due   |
|---|----------|--|---|---|
| <u>Week 6</u><br><br>Moving<br>Mindsets | Th, 2/20 | Communicating about Human Rights   | <p>Muller et al (2008) - We can't 'Just do it' alone! An analysis of Nike's(potential) contributions to anti-racism in soccer</p> <p>Janezic &amp; Arsenault (2021) – How to Foster Empathy in Anti-discrimination Initiatives: Implication for Social Interventions</p> <p>Flores et al (2021) - Antidiscrimination Interventions, Political Ads on Transgender Rights, and Public Opinion</p> | <a href="#">Due on Mon, 2/24: Background Paper</a>      |
| <u>Week 7</u><br><br>Emotional Appeals  | Th, 2/27 | Emotions as Pathways of Influence: Fear, Anger, Guilt, and Pride Appeals   | <p>Nabi (1999) - A Cognitive-Functional Model for the Effects of Discrete Negative Emotions on Information Processing, Attitude Change, and Recall</p> <p>Yzer et al (2013) - Inducing Fear</p> <p>Turner (2007) - Using emotion in risk communication: The Anger Activism Model</p> <p>Erlandsson et al (2016) - Anticipated Guilt for Not Helping and Anticipated Warm Glow for Helping</p>   |   |
| <u>Week 8</u><br><br>Message Framing    | Th, 3/6  | <p>Defining <i>how</i> you want your audience to understand your issue</p> <p>Framing Theories; Common Types of Frames; Framing Techniques</p> | <p>Kim (2014) – Framing as a Strategic Persuasive Message Tactic</p> <p>De Dominicis et al (2017) – Protecting the Environment for Self-Interested Reasons</p> <p>Wolsko et al (2016) – Red white and blue enough to be green</p>   |   |
| <u>Week 9</u><br><br>Narratives         | Th, 3/13 | Persuasive Effects of Narratives   | <p>Murphy et al (2013) – Narrative vs. Nonnarrative</p> <p>Igartua et al (2018) – How the interplay of imagined contact and first-person narratives improves attitudes toward stigmatized immigrants</p> <p>Kim &amp; Lee (2017) – Conditional Effects of Gain-Loss-Framed Narratives among Smokers at Different Stages of Change</p>   |   |
| <u>Week 10</u>                          | Th, 3/20 | <b>SPRING BREAK – NO CLASS</b>   |   | <a href="#">Due on Mon, 3/24: Campaign Review Paper</a> |

| Week  | Date     | Topics  | Readings, Listeners, Viewings<br>(complete before class; except Wk1)  | Assignments Due  |
|---|----------|---|---|--|
| <u>Week 11</u><br><br>Sources<br>Appeals        | Th, 3/27 | Celebrity and Peer Influencers:<br>Opportunities and Challenges   | Dunn & Nisbet (2020) - If Childish<br>Gambino Cares, I Care<br><br>Valente & Pumpuang (2007) -<br>Identifying Opinion Leaders to<br>Promote Behavior Change<br><br>Louik et al (2023) – A peer influencer<br>delivered social media intervention to<br>promote mental health awareness for<br>young Black and Latinx GBM and TW     |  |
| <u>Week 12</u><br><br>Dissemination<br>Vehicles | Th, 4/3  | Entertainment Education   | Singhal et al (2013) – Rising Tide of<br>Entertainment-Education<br><br>Chatterjee et al (2021) – Challenging<br>the Forcefield: Crafting Entertainment-<br>Education Transmedia Campaigns  |  |
| <u>Week 13</u><br><br>Dissemination<br>Vehicles | Th, 4/10 | Using physical and digital spaces<br>to disseminate your messages | De Vere Hunt & Linus (2022) - Social<br>Media for Public Health: Framework<br>for Social Media–Based Public Health<br>Campaigns<br><br>Kwate (2014) – Racism Still Exists: A<br>Public Health Intervention that Uses<br>Counter-marketing   |  |
| <u>Week 14</u><br><br>Campaign<br>Evaluation    | Th, 4/17 | Measuring the impact of your<br>campaign                          | Hornik & Yanovitzky (2003) – Using<br>Theory to Design Evaluations of<br>Communication Campaigns<br><br>Levine et al (2012) – Evaluating<br>MyPlate: Traditional and<br>Nontraditional Metrics for Assessing<br>Health Communication Campaigns<br><br>Niederdeppe (2014) - Measures of<br>Public Communication Campaign<br>Exposure |  |
| <u>Week 15</u><br><br>Final<br>Presentations    | Th, 4/24 | ‘Next Big Idea’ Oral Presentations                                |   |  |
| <u>Week 16</u><br><br>Final<br>Presentations    | Th, 5/1  | ‘Next Big Idea’ Oral Presentations                                |   |  |
| <u>Finals Week</u>                              |          | <b>NO IN-CLASS EXAM</b>   |   | <u>Due on Mon, 5/5:</u><br><u>‘Next Big Idea’</u><br><u>Written Proposal</u> |