**PUBLIC RELATIONS 590 DIRECTED RESEARCH GUIDELINES: PR + ADV**

The purpose of PR 590 Directed Research is to offer students an opportunity to delve into a new area of study or to pursue a subject area in more depth. The directed research project should include the academic rigor worthy of the credits assigned.

**One unit\***

Further examine a topic that the student covered in a previous class. Examples could be in-depth review of a case study, broader examination of an ethical issue or expansion of a Strategic Planning Model exercise. **Requires initial meeting with instructor plus a final project.**

**Two units\***

Select a topic that is pertinent to the student’s desired field of study and prepare a case study or SPM as a result of in-depth secondary research. Should include detailed content analysis and specific conclusions related to the issue or campaign. Examples could include a product launch or crisis preparedness plan. **Requires initial meeting with the instructor, midterm exercise plus a final project.**

**Three units**

In-depth study of an issue, company or industry of special interest to the student. The specific outcome of the 3-unit Directed Research should be to prepare a final report or series of detailed reports about the selected topic. Should include extensive secondary research plus one primary research element such as content analysis, an interview with a subject matter expert or an insta-poll. (Time limitations probably preclude a full-scale survey). **Requires regular meetings with the instructor, a midterm exercise or paper plus presentation of the final project.**

**Four units**

In depth study of an issue, company or industry of special interest to the Strategic Communication and Public Relations Center (SCPRC). This study *must* be led by one of the instructors directly associated with the SCPRC. The intent will be to craft a study series of articles that could be published with said instructor or as a solo submission. At a minimum, the material studied during the semester *must* advance the general research initiatives of the PR Studies program**. Requires weekly meetings with the instructor, a mid-semester check, and numerous written segments that result in a completed study/article.**

\**The one- and two-unit options MAY be used to prepare or supplement a student’s thesis topic but would have to be approved by the committee chair and the thesis adviser. Directed research may NOT be used to prepare for the Comprehensive Exam.*

Only a full-time public relations faculty member may be an adviser for a PR 590 project.

Please meet with the faculty member you would like to work with to discuss your Directed Research proposal and to create a syllabus for your course using the template below. *No Directed Research proposal will be reviewed without a syllabus.*

A PR 590 Directed Research proposal will also not be approved if it substantially duplicates an existing course.

All PR 590 Directed Research proposals are due by the third Wednesday of the fall and spring semesters.

Once your syllabus has been reviewed and approved by your proposed instructor, please email the individuals below and ***CC: your academic adviser***. It is recommended that your syllabus be submitted early to avoid delays in course registration and additional charges.

|  |  |
| --- | --- |
| **1. Department Contact** | **2. Faculty Contact** |
| **Annie Mateen** Academic Program Manager USC School of Journalism  [mateen@usc.edu](mailto:mateen@usc.edu) | **Jennifer Floto**  Professor of Professional Practice/Associate Director, PR Studies Program  [floto@usc.edu](mailto:floto@usc.edu)  **Burghardt Tenderich**  Professor of Professional Practice/Associate Director, PR Studies Program  [tenderic@usc.edu](mailto:tenderic@usc.edu) |
|  |  |

Once your syllabus has been approved, you will be notified and given departmental clearance by an adviser in the School of Journalism so that you may officially register for this course.

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**PR 590: Directed Research**

**Insert Topic**

**Number of Units: Insert Units**

Directed Research projects are typically 1-4 units.

**Spring 2021**

**Section:** Five-digit section number from the [Schedule of Classes](http://classes.usc.edu/)

**Location:** Classroom and/or course-related URLs (if applicable)

**Instructor: Name**

**Office:** Room or meeting area

**Contact Info:** Email and phone number

**Student: Name**

**Student ID:** Ten-digit USC ID number

**Major:** Program of study

**Contact Info:** Email and phone number

**I. Course Description**

***Student/Instructor:*** Describe the focus of the research that will be conducted throughout the semester. Be as specific as possible, including language such as “the student will work in a real-time research environment aiding the SCPRC in tabulating survey results” or “through secondary research, the student will narrow the focus of her/his intended thesis topic.”

**II. Student Learning Outcomes**

***Student/Instructor:*** List the specific learning objectives/outcomes to be achieved by this research project and the methods and tools that will be used to achieve them. If eventual publication is a goal, this should be noted.

**III. Description of Assignments**

***Instructor*:** Briefly describe the major assignments that will contribute to the student’s overall grade. Provide a grading breakdown to the student in the next section.

**IV. Grading**

**a. Breakdown of Grade**

***Instructor:*** You do not need to use this table below, but please indicate how the student will be graded overall, including the assignments you listed above. Must total 100%.

| Assignment | Points | % of Grade |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  | **100%** |

**b. Grading Scale**

***Instructor*:** The grade scale below was approved by the Faculty Council.

|  |  |  |
| --- | --- | --- |
| 95% to 100%: A | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 94%: 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 |

Students must earn a grade of B or better in PR 590 in order to receive “Credit” (CR) towards the major.

**c. Grading Standards**

***Instructor****:* In addition to the grading breakdown / grading scale above, please describe the type and quality of work that is needed from the student in order to earn each letter grade.

**“A” projects** have writing near professional quality; one or no mistakes; clearly proofread and edited material. Research is well-organized, properly attributed and advances key learnings about the selected topic. Excellent organization and flow; original thinking. High end of scale: publishable today as is.

**“B” projects** have two to five spelling, grammar or AP Style mistakes. Research is solid and properly attributed with some credible insights. Publishable with medium editing.

**“C” projects** have more than five errors (spelling, grammar, AP style). Research shows some effort and is properly attributed with a few insights. Publishable with major editing.

**“D” projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no insightful conclusions drawn. Does not advance PR studies.

**“F” projects** are late or not turned in. Any factual error or evidence of plagiarism will also result in an automatic “F” on the assignment. Accuracy is the first tenet of the School of Journalism.

**V. Assignment Submission Policy**

***Instructor****:* Describe how, and when, assignments are to be submitted. Examples:

a. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.

b. Assignments should be submitted via [Blackboard, Multimedia Asset Management (MAM) system, email, etc.]

**VI. Required Readings and Bibliography of Sources**

***Instructor:*** Include required readings, websites, journals, and supplementary materials.

***Student:*** Include a bibliography of sources you plan to use for your research project.

**VII. 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 Virtual Commons](http://vc.uscannenberg.org/) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](http://itservices.usc.edu/wireless/support/) website.

**VIII. Add/Drop Dates for Session 001 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)**

**Friday, February 5:** Last day to register and add classes for Session 001

**Friday, February 5:** Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

**Tuesday, February 9**: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

**Friday, March 5:** Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

**Friday, March 5:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

**Friday, April 9:** Last day to drop a class with a mark of “W” for Session 001

**IX. Course Schedule**

***Instructor:*** Provide a calendar with assignments/deliverables/due dates. Be sure to consult the [Academic Calendar](https://academics.usc.edu/calendar/academic-calendar-2019-2020/) to reflect applicable holidays/breaks.

|  |  |  |
| --- | --- | --- |
|  | **Research or Activity** | **Deliverable/Due Dates** |
| **Week 1**  **Dates: 1/15-1/21** |  | [**MLK Day:** Monday, January 18] |
| **Week 2**  **Dates: 1/22-1/28** |  |  |
| **Week 3**  **Dates: 1/29-2/4** |  |  |
| **Week 4**  **Dates: 2/5-2/11** |  |  |
| **Week 5**  **Dates: 2/12-2/18** |  | [**President’s Day:** Monday, February 15] |
| **Week 6**  **Dates: 2/19-2/25** |  |  |
| **Week 7**  **Dates: 2/26-3/4** |  |  |
| **Week 8**  **Dates: 3/5-3/11** |  |  |
| **Week 9**  **Dates: 3/12-3/18** |  | **[Wellness Day: Friday, March 12 – no classes]** |
| **Week 10**  **Dates: 3/19-3/25** |  | **[Wellness Day: Tuesday, March 23 – no classes]** |
| **Week 11**  **Dates: 3/26-4/1** |  |  |
| **Week 12**  **Dates: 4/2-4/8** |  | **[Wellness Day: Wednesday, April 7 – no classes]** |
| **Week 13**  **Dates: 4/9-4/15** |  |  |
| **Week 14**  **Dates: 4/16-4/22** |  | **[Wellness Day: Thursday, April 22 – no classes]** |
| **Week 15**  **Dates: 4/23-4/29** |  |  |

**X. Policies and Procedures**

**Additional Policies**

***Instructor:*** Add any additional policies specific to your class that students should be aware of: missed meetings, attendance expectations, checking USC email, use of technology, etc.

**Communication**

***Instructor:*** Include a line that encourages students to contact the instructor outside of class and if they cannot come to office hours to arrange a meeting time by whichever method you prefer (email, text, etc.). In addition, include a timeline for replying to emails or calls (e.g. within 48 hours).

**Internships**

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

**Statement on Academic Conduct and Support Systems**

**a. Academic Conduct**

*Plagiarism*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [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](http://policy.usc.edu/scientific-misconduct).

*USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC 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. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

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.

**b. 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](http://www.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](http://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](http://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 Campus Support and Intervention - (213) 821-4710*

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

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

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.

**XI. About Your Instructor**

Please insert your bio here - 150 words or less.