**PUBLIC RELATIONS 590 DIRECTED RESEARCH GUIDELINES**

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) | **Melanie Cherry**  Lecturer  Program Lead, PR Studies Program  [cherrym@usc.edu](mailto:cherrym@usc.edu)  **Burghardt Tenderich**  Professor of Professional Practice/Associate Program Lead, 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 2026 – Day – Time**

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

**Location:** Classroom and/or course-related URLs, etc. [See [Schedule of Classes](https://classes.usc.edu/) for assigned classroom.]

**Instructor: Name**

**Office:** Room or meeting area

**Office Hours:** General guideline: 1 weekly office hour for each 4-unit class taught.

**Contact Info:** Email, phone number (office, cell), Skype, etc.

**Student: Name**

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

**Major:** Program of study

**Contact Info:** Email and phone number

**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.”

**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.

**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.

**Grading**

**a. Grading Breakdown**

Description of assessments and corresponding points and percentage 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%.

| **Assessment Tool (assignments)** | **Points** | **% of Grade** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  | **100%** |

**b. Course Grading Scale**

Letter grades and corresponding point value ranges.

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

|  |  |  |
| --- | --- | --- |
| **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 |

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.

**Sample grading standards for public relations content-related syllabi are provided below. Not all standards may apply to your course, but similar explanations of grading standards should be provided.**

***Public Relations and Advertising*“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 shows 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**

***Instructor****:* *Announce a standard timeline for grading and feedback.*

**Assignment Rubrics**

***Instructor:*** Include assignment rubrics to be used. Sample rubrics may be obtained from your program directors.

**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 must be submitted via [Brightspace, Multimedia Asset Management (MAM) system, email, etc.]

**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.

**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**](http://www.annenbergdl.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.

**Add/Drop Dates for Session 001**

**(15 weeks: 1/12/2026 – 5/1/2026; Final Exam Period: 5/6-13/2026)**

Link: <https://arr.usc.edu/academic-calendar/#spring>

**Last day to add:** Friday, January 30, 2026

**Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund:** Friday, January 30, 2026

**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, January 30, 2026 [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 3, 2026

**Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade:** Friday, February 27, 2026 [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 10, 2026

**Course Schedule: A Weekly Breakdown**  
A weekly schedule of the topics, readings, and deliverables for the course.

***Instructor:*** Provide a detailed course calendar that provides a thorough list of deliverables - readings, assignments, examinations, etc., broken down on at least a weekly basis. You do not need to use this table below, but please include:

* Subject matter (topic) or activity
* Required preparatory reading, or other assignments (i.e., viewing websites, videos) for each class session, including page numbers
* Assignments or deliverables

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.

Please be mindful of spring 2026 university holidays when creating your course schedule:

<https://www.usc.edu/academic-calendar/>

Also consider holy days when scheduling an exam or an assignment that cannot be made up afterwards. Please see the university’s policy here: <https://orsl.usc.edu/life/absences/>

Note that the observation of Jewish holy days begins the evening before the holy days. A list of holy days can be found here: <https://orsl.usc.edu/life/calendar/>

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topics/Daily Activities** | **Readings and Homework** | **Deliverable/Due Dates** |
| **Week 1**  **Dates: 1/12-1/16** |  |  |  |
| **Week 2**  **Dates: 1/19-1/23** |  |  | [**Martin Luther King Day:** Monday, January 19] |
| **Week 3**  **Dates: 1/26-1/30** |  |  |  |
| **Week 4**  **Dates: 2/2-2/6** |  |  |  |
| **Week 5**  **Dates: 2/9-2/13** |  |  |  |
| **Week 6**  **Dates: 2/16-2/20** |  |  | [**Presidents’ Day:** Monday, February 16] |
| **Week 7**  **Dates: 2/23-2/27** |  |  |  |
| **Week 8**  **Dates: 3/2-3/6** |  |  |  |
| **Week 9**  **Dates: 3/9-3/13** |  |  |  |
| **Spring Break**  **Dates: 3/16-3/20** | **No Class** |  |  |
| **Week 10**  **Dates: 3/23-3/27** |  |  |  |
| **Week 11**  **Dates: 3/30-4/3** |  |  |  |
| **Week 12**  **Dates: 4/6-4/10** |  |  |  |
| **Week 13**  **Dates: 4/13-4/17** |  |  |  |
| **Week 14**  **Dates: 4/19-4/24** |  |  |  |
| **Week 15**  **Dates: 4/27-5/1** |  |  |  |

# **Policies and Procedures**

## **Additional Policies**

***Instructor:*** Add any additional policies specific to your class that students should be aware of: missed classes, attendance expectations, checking USC email, use of technology in the classroom, dress code, 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).

## **Classroom Policies**

***Instructor:*** Classroom policies set the tone for how a course operates. An anti-racist curriculum takes into consideration how racism tends to be part of the structures and mechanism of course content, grading, teacher feedback, and what is valued. Professors can make a difference by creating a culture of respect and addressing microaggressions, which research shows can affect students’ ability to learn. Please add language about expectations for discussions in classrooms, and mediating disputes and review these policies with students. Refer to the CET resource, [a menu of discussion norms](https://cet.usc.edu/teaching-resources/reaching-all-students/). Also, view the sample syllabus language on the ASCJ Excellence in Teaching on the Brightspace organization and Faculty Resources websites.

## **Classroom Norms**

Classroom norms, also referred to as discussion norms or community agreements, describe the behaviors that are encouraged and discouraged during class. They can be a powerful tool for establishing a supportive learning environment. Refer to the CET resources on [creating community agreements](https://cet.usc.edu/teaching-resources/).

## **Course Evaluations**

At the end of the semester, students will complete a university-wide course evaluation to provide feedback on their experience in this class. This evaluation is an important opportunity to reflect on the course and help improve its structure and content for future students.

## **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. 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](https://policy.usc.edu/studenthandbook/), 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](https://policy.usc.edu/studenthandbook/), 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 contrary to this fundamental mission and includes any act of dishonesty in the submission of academic work (either in draft or final form), as well as 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. Students are expected to uphold the highest standards of academic integrity in all coursework.

This course follows the expectations for academic integrity as stated in the [USC Student Handbook](https://policy.usc.edu/studenthandbook/). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students 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 academic misconduct will be reported to the Office of Academic Integrity.

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

For more information about academic integrity see the [Student Handbook,](https://policy.usc.edu/studenthandbook/) the [Office of Academic Integrity’s website](https://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

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

**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.
* Reusing 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 programs view 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.

AI is a tool, not a substitute for student learning. Any use of generative AI must be properly acknowledged. This includes **in-text citation** and a corresponding entry in the bibliography and/or references that includes the **specific prompts** used and a brief explanation of how the tool contributed to the work. Failure to provide appropriate attribution constitutes a violation of USC’s academic integrity policies. Refer to the USC Libraries research guide for guidance on citing AI-generated material.

In addition to citation, students must **clearly disclose** how they used AI in their work. This includes specifying whether the AI was used for brainstorming, outlining, editing, or content generation. Students may be asked to provide before-and-after examples or a brief description of their process. This disclosure may appear in the bibliography, a footnote, or a clearly labeled section of the assignment. Students are fully responsible for the originality, quality, and accuracy of their submitted work—regardless of whether AI tools were involved.

Please ask your instructor if you are unsure about what constitutes unauthorized assistance of AI on an assignment, or what information requires citation or attribution. You are always expected to submit work that demonstrates your own mastery of the course concepts. If found responsible for an academic integrity violation, you may be assigned university outcomes, which could include zero credit on an assignment, an F grade for a course, suspension, or expulsion from the university.

Students are solely responsible for the accuracy of their documents, regardless of whether they were completed with the aid of generative AI.

Students may not use AI tools for asynchronous discussion or participation posts.

*Example of AI Citation*

The most popular online sources where Gen Z tends to get their news include:

1. **Social media platforms**:
   * **TikTok**: Rapidly growing as a news source among younger audiences.
   * **Instagram** and **YouTube**: Often used for news snippets, commentary, or explainer content.
   * **Twitter/X**: Though slightly older-skewed, it’s still influential for news discovery.
2. **Online news aggregators and apps**:
   * **Reddit**: Frequently used by Gen Z for community-driven news and discussions.
   * **Apple News** and **Google News**: Curated feeds are increasingly popular.
3. **Influencers and content creators**:
   * Many Gen Z users trust creators they follow for commentary on current events, often more than traditional news outlets.

Traditional media outlets like The New York Times, BBC, or CNN may still reach Gen Z, but often indirectly through the platforms above (Chat GPT, 4/22/25 a).

References

Chat GPT, 4/22/25 a) Prompt: What is the leading online source for Gen Z to obtain news?

## **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.](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:**

[Counseling and Mental Health](https://sites.usc.edu/counselingandmentalhealth/) - (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](http://988lifeline.org/) - 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.

[CARE-SC: Confidential Advocacy, Resources, and Education Support Center](https://sites.usc.edu/clientservices/) - (213) 740-9355(WELL) – 24/7/365 on call.

Confidential advocates, prevention educators, and professional counseling teams work to promote a universal culture of consent, as well as prevent and respond to sexual assault, intimate partner violence, stalking, or other relationship harm. Services available to all USC students at no cost.

[Office of Civil Rights Compliance](http://eeotix.usc.edu/) - (213) 740-5086

Information about how to get help or help someone affected by harassment, discrimination, retaliation on the basis of a protected characteristic, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

USC Report & Response - (213) 740-2500

The USC Report & Response website is the university’s central reporting portal for concerns arising in the academic space or workplace. All concerns will be assessed and referred to the appropriate university office for resolution. Any questions about USC Report & Response or reporting, in general, can be referred to the Office of Professionalism and Ethics at ope@usc.edu.

[USC Campus Support and Intervention](http://campussupport.usc.edu/) - (213) 740-0411

Focuses on student success by assisting students in navigating and resolving complex issues through problem solving, presenting options, and connecting to resources.

[USC Emergency Information](https://emergency.usc.edu/)

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

For 24 hour emergency assistance or to report a crime: UPC: (213) 740-4321, HSC: (323)-442-1000.

For 24 hour non-emergency assistance or information: UPC: (213) 740-6000, HSC: 323-442-1200.

[Office of the Ombuds](http://ombuds.usc.edu/) - (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](http://chan.usc.edu/patient-care/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**

Please insert your bio here - 150 words or less.