

# USC Annenberg

## **JOUR 202 Newswriting: Print 3 Units**

**Fall 2015 – Tuesday – 3 – 5:40 pm**

Section: 21017D

Location: ANN 307

**Instructor: Roberto Suro**

**Office: 332c**

**Office Hours:** Mondays 2 to 6: 30pm and additional times on request. Appointments preferred.

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

### **Course Description**

The goals of this course are to train you as a journalist, guiding the development of your news judgment, and reporting, writing and critical thinking skills, as well as train you to produce content across platforms from cities and communities across Los Angeles County.

We'll begin the course with acquisition of basic news skills, including building your-news judgment through the writing of leads, briefs, shorter stories and being introduced to basic elements of interviewing and researching stories. During the sixth week, students will begin reporting longer, student-initiated assignments across a variety of topics from Los Angeles County communities. In each assignment you will learn how to use data bases, how to produce stories using diverse sources, including using social media as reporting tools, and we will begin exploring how to produce content across platforms through in-class assignments and in your final project from the field; several of these assignments will be shared with J203 Newswriting Broadcasting course, which you are also taking this semester.

Each J202 section will report from one of the following incorporated cities: Compton, Gardena, Hawthorne, Inglewood, Lynwood, Pico Rivera and Torrance. From your city, you will learn how to cover a community and engage with the people who live there, through traditional, on-the-ground reporting and by using social media, including Twitter, Facebook and Instagram, both to report and to find new sources. The Annenberg Media Center also will support your training as cross platform journalists through weekly shifts at one of the outlets: Annenberg Television News, Annenberg Radio News, Intersections South LA and Neon Tommy.

All students will complete online self-directed learning modules on Associated Press style and Grammar, Spelling and Punctuation [GSP]. A one-hour in-class GSP test will be given on the last day of class. Students must pass the GSP test with a grade of 70 to continue in the major. In the event you do not pass, you will be allowed to retake the exam during the end-of-semester study days. Finally, part of your training in this introductory

newswriting and reporting course includes professionalism through the a thorough review and discussion of codes of ethics.**Annenberg Media Center Requirement** Each J202 and J203 student must register for a **lab section/shift** in the Media Center (MC). You are required to work **four consecutive hours each week** in the MC. The lab shift counts for 10 percent each of your J202 and J203 course grades. The MC lab shift is an integral, mandatory part of your course. MC anchoring or paid management work will not count toward this requirement. Non-MC positions including jobs, internships or other outside commitments cannot be substituted for the MC shift.

As a Media Center multimedia journalist, you will work on field or in-house assignments that will range from those you can finish in your four-hour shift to enterprise stories that will be spread over more than one shift. You will have the opportunity to produce stories that are video, audio and/or text-based that will be “published” on Media Center websites, such as Neon Tommy, or be part of Media Center productions, such as Annenberg Radio News and Annenberg TV News

#### REQUIRED FORMS FOR J202/J203 STUDENTS

- (1) You must fill out the **MC REGISTRATION** each semester to become a member of the Media Center even if you worked in the MC last semester. To start fulfilling your lab requirement, register now using this link: <http://bit.ly/1F7SUxH>
- (2) You must also read and acknowledge the **MC TECHNICAL POLICIES** to gain access to the MC, check out equipment, use online media storage and make studio reservations. Read the policies for each outlet all the way through and acknowledge them electronically at this link: [annenbergprograms.com/technical](http://annenbergprograms.com/technical)
- (3) You will also sign the MC Intellectual Property Policy in the Media Center at the start of the semester, during workshops and shifts.

#### REQUIRED WORKSHOPS FOR J202/J203 STUDENTS

You are required to attend workshops to prepare for your lab shift in the Media Center. It is essential that you attend all of the mandatory workshops to get full credit for your lab work. You will be required to bring your laptop and all class-assigned field gear, including video cameras, to the workshops and to your shifts.

#### REQUIRED ATTENDANCE FOR J202/J203/J306/J308 STUDENTS

- You must NOTIFY the student manager in charge if you cannot make the appointed hours of your shift. The MC attendance policy and procedures will be provided at the start of the semester.
- Missed shifts must be made up within two weeks of your absence (religious holidays exempted). You must make arrangements with your designated student manager to make up your shift.

- Your instructor will receive alerts from the MC about any serious attendance issues by Friday, October 9th, the end of the seventh week of the semester. Your instructor will also receive final attendance records by Wednesday, December 16th, the last day of the official university final exam period.
- Failure to fulfill your obligations will affect the Media-Center-portion of your grade.

To get your questions answered and to sign up for non-course-related activities including anchor auditions, stop by the Open House/Sign-Up Day Wednesday, September 2nd, from 10 a.m. to 4 p.m. If you have any questions before then, you can email [mediacenterann@gmail.com](mailto:mediacenterann@gmail.com).

### **Overall Learning Objectives and Assessment**

This course will cover the basics of producing content for the web and for print publications. The emphasis will be on producing well-reported and clearly written news and feature stories destined for the web or a print publication. By the end of the semester, you should understand and execute the following basic skills:

*-Demonstrate news judgment: define a lead, identify facts that are essential to a news story and organize a news story.*

*-Conduct basic research using search engines like Google, and verify the information you find.*

*-Understand and use community demographics and sources to produce stories that reflect the diversity of a community and an issue.*

*-Understand the role of mobile devices in today's news ecosystem and demonstrate basic proficiency in tweeting the facts of a story and capturing still photos for your story.*

*-In conjunction with J203, develop an understanding and a proficiency in telling a single story across platforms, using combinations of text, video and audio.*

*- Understand and practice professionalism and adhere to journalist's code of ethics: accuracy, truthfulness, fairness, balance.*

**Concurrent Enrollment:** J203

**Recommended Preparation:** Regular reading of news sites, with an eye toward sourcing, structure and flow, and how multimedia tools are used to present news.

### **Description of Assignments**

This course will require students to produce on deadline, across platforms and, toward the end of the semester, report longer pieces with a full complement of social media.

Writing on deadline is part of journalism. In-class assignments will be graded on

timeliness as well as the quality of the writing. You are expected to come to class on time, prepared (i.e., having done readings and homework assignments), and ready to discuss various news-related topics. All homework assignments should be turned into the instructor no later than one week after they are assigned (i.e., they are due at the next class session). Sometimes, deadlines will be even tighter. Instructors will return your edited homework and in-class assignments within a week, and often sooner.

Finally, learning to report and write across platforms takes time. The goal is to improve every week. If you show steady progress, you will do well in this class.

## Grading

Assignments	30 percent
Quizzes	10 percent
Annenberg Media Center requirement	10 percent
Midterm - Week 8	25 percent
Final	25 percent
<b>Total</b>	<b>100 percent</b>

## Grading Scale

95 to 100: A	70 to less than 75: C+	45 to less than 50: D-
90 to less than 95: A-	65 to less than 70: C	0 to less than 45: F
85 to less than 90: B+	60 to less than 65: C-	
80 to less than 85: B	55 to less than 60: D+	
75 to less than 80: B-	50 to less than 55: D	

## Grading Standards

All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and objectivity of your stories. You will then be evaluated for broadcast style, editing, production value, originality and the ability to meet deadlines.

**“A” stories** are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story.

**“B” stories** require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required.

**“C” stories** need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration.

**“D” stories** require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.

**“F” stories** have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.

- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

### **Assignment Submission Policy**

All J202 assignments – in class, homework, the midterm and the final – must be posted to Blackboard. In instances when it isn’t working, please let your instructor know and make arrangements to email your work.

### **Additional Policies**

1. Homework needs to be posted to Blackboard on the day it’s due.
3. Always save all assignments and handouts. Keep them organized and bring them to class.
4. Read and RE-READ all fact sheets and handouts. You’ll avoid mistakes.
5. With instructor approval, students may rewrite **one** assignment that received a low grade. The recorded grade on the rewritten assignment will be the average between the new and old grades. (An “F” on the original and an “A” on the rewrite would be a “C”.) I will return your graded assignments on a timely basis with comments and suggested corrections. If you don’t understand a comment or correction, or you disagree, please see me.
6. There will be timed assignments that can **only** be completed in class. Because exercises and videos will be viewed and written in class, make-up assignments for the in-class work will **not** be possible. You cannot be late on a story and you should not be late to class. Please alert your instructor if you’re going to be late or miss a class for personal emergencies or illness.
7. Although the J202 and J203 syllabi are similar, every core class is different and students can’t make-up a class by going to another section of this class. For example, if you miss your regular Wednesday text or broadcast class, you can’t go to a different text or broadcast class with another instructor.
8. Accuracy is the number one priority. Your reputation as a journalist and the reputation of the news organization you work for hangs in the balance. Is the information accurate, is the grammar correct, are the names spelled and pronounced correctly? Have you identified the

sources of your report? Is the writing style conversational? Have you written a lead that will grab the viewers' attention? Is the style and tone appropriate for the report? Is the script the correct length?

9. In addition to being ethical in developing and writing your stories, it is important that you also consider diversity. When looking at your work, you should consider who is involved and how it will impact others. Is your work fair and does it represent all stakeholders in a balanced manner? This class will help you learn how to write in a manner that includes diverse viewpoints. The class will discuss socioeconomic/class, race/ethnicity, religion, gender/sexual orientation, geography and generations in the context of current events.

### **Required Texts**

Title: Inside Reporting

Author: Tim Harrower

McGraw-Hill, 3<sup>rd</sup> edition, 2012

ISBN: 978-0073526171, Required

Title: 2015 Associated Press Stylebook

Title: Course Reader 2015-2016 (Custom Publishing)

Dictionary: Merriam Webster, [www.m-w.com](http://www.m-w.com)

This is the dictionary that should be used for all assignments, midterms and finals.

### **Required Readings and Supplementary Materials**

As journalists, it is imperative you become a daily news consumer. Watch, read and check news sources every day. You must follow the news and be familiar with what is going on around the world, the country, California, and Los Angeles. You should read the *Los Angeles* and *The New York Times* every day. Stacks of free NYT are delivered to the ASC lobby daily. Watch at least one national newscast each day. If you can't watch in real time, complete broadcasts are available on-line:

Develop a list of news sources you check daily, which could include the Los Angeles Times, <http://www.latimes.com>, *The Daily News* <http://www.dailynews.com/>, *LA Observed*, <http://laobserved.com/> *The New York Times*, <http://www.nytimes.com> *Washington Post* <http://www.washingtonpost.com/>, *Sacramento Bee* <http://www.sacbee.com/>, *Pro Publica* <http://www.propublica.org/>, *California Watch*—from the Center for Investigative Reporting <http://californiawatch.org/>.

News apps along with following several news organizations and newsmakers on Twitter provide excellent overviews of the important news of the day. If you check these regularly, you'll be well informed and do well on current events quizzes your instructor may give you.

## 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](#) 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: 8/24/15 – 12/4/15)

**Friday, September 11:** Last day to register and add classes for Session 001

**Friday, September 11:** Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

**Tuesday, September 15:** Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

**Friday, October 9:** Last day to drop a course without a mark of "W" on the transcript. [Please drop any course by the end of week three (or the week three equivalent for short sessions) to avoid tuition charges.]

**Friday, November 13:** Last day to drop a class with a mark of "W" for Session 001

## Course Schedule: A Weekly Breakdown

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

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
<b>Week 1</b> Dates: 8/24-8/28	<b>The Basics</b> Introductions, syllabus review and class policies. Use of Blackboard.  Discussion of news judgment. What is it, and how do you develop it?  What makes a good lead? Fundamentals of journalistic writing: who, what, where, when, why and how.	<b>With the exception of the first class, all readings and homework should be completed by the next class period.</b>  <b>Readings:</b> Harrower text: Chapters 1-2. Course Reader: "Print/Text journalism: Some useful Terms," page 155.  Please begin the six-week Associated Press style module found on Blackboard. The module is self-directed and self-paced.	FROSH: SEE BLACKBOARD
<b>Week 2</b> Dates: 8/31-9/4	<b>The Basics</b> Discussion of leads nut paragraphs and	<b>Readings:</b> Harrower text: Chapter 7.	REVISE FROSH



	<p>briefs, from Course Reader fact sheets.</p> <p>Continue work on writing leads, and begin conversations about the purpose of nut paragraphs.</p> <p><b>In-class:</b> Write 3-5 leads, nut paragraphs and supporting paragraphs.</p>	<p><b>What is news judgment?</b>  <a href="http://www.uwosh.edu/faculty_staff/maguirem/1a_newsworthiness.pdf">www.uwosh.edu/faculty_staff/maguirem/1a_newsworthiness.pdf</a></p> <p><i>Associated Press</i> style learning module</p>	
<p><b>Week 3</b>  Dates: 9/7-9/11</p>	<p><b>For other core sections:</b>  <b>The Basics</b>  Writing leads, briefs, shorter stories from Course Reader. Understanding story structure.  <b>In-class assignment:</b>  Write 3 to 5 leads and briefs exercises.</p>	<p><b>Readings: Harrower</b>  Chapter 3 [story structure]</p> <p><b>Homework:</b> Associated Press learning module.</p>	<p>PREGAME: SEE BLACKBOARD</p>
<p><b>Week 4</b>  Dates: 9/14-9/18</p>	<p><b>The Basics</b>  Obituaries:  How to write obituaries and profiles; discuss advance obits.  <b>In-class:</b> Obit [From factsheets or students can interview each other to write an "advance" obituary.]</p>	<p><b>Readings: Harrower,</b>  (Writing Obituaries, Pgs. 96-97; Writing Profiles, Pgs. 124-125).  <b>NPR</b> :Obit Writing: Getting to the Heart of Things at <a href="http://www.npr.org/templates/story/story.php?storyId=17821504">http://www.npr.org/templates/story/story.php?storyId=17821504</a>  <b>Homework:</b> <i>Associated Press</i> learning module</p>	<p>[<b>Rosh Hashanah:</b> Sunday - Tuesday, September 13 - 15]  REVISE PREGAME</p>
<p><b>Week 5</b>  Dates: 9/21-9/25</p>	<p><b>The Basics</b>  Elements of interviewing.  Discuss preparation of interview</p>	<p><b>Readings:</b> Harrower, Chapter 4.  Is Anyone Off The Record in the Digital Age?</p>	<p>OBIT</p>

	<p>questions [conducting research] and the ebb and flow of the interview itself.</p> <p>Discuss pros and cons of face to face interviews vs. email interviews. When is one better than the other?</p> <p>Interview someone on campus. Specific assignment details at the discretion of the instructor. Interview could be a classmate, an instructor, a campus official.</p>	<p><a href="http://www.huffingtonpost.com/tom-alderman/what-part-of-its-never-of_b_629453.html">http://www.huffingtonpost.com/tom-alderman/what-part-of-its-never-of_b_629453.html</a></p> <p>Stevenson: The Collegiate Journalist: Effective Listening: The First Step to Improving Writing at <a href="http://www.sci.us/tj/articles/fall06_stevenson2.shtml">http://www.sci.us/tj/articles/fall06_stevenson2.shtml</a></p> <p>As we begin reporting from beyond the classroom, professional and codes of ethical behavior become important as you interact with your sources and the public at large. Please review the following:</p> <p><b>Society of Professional Journalists Code of Ethics</b> at <a href="http://www.spj.org/ethicscode.asp">http://www.spj.org/ethicscode.asp</a></p> <p><b>Online News Association Code of Ethics</b> at <a href="http://journalists.org/?page=onamission">http://journalists.org/?page=onamission</a></p> <p><b>Homework:</b> <i>Associated Press</i> learning module.</p>	
<p><b>Week 6</b> Dates: 9/28-10/2</p>	<p><b>Covering communities/Social Media as reporting tools.</b> We discuss the elements of community-based reporting. We also discuss using Twitter for</p>	<p><b>Readings: Harrower, Chapter 5.</b> Best Practices for Twitter <a href="https://media.twitter.com/best-practice/techniques-for-covering-breaking-news-events">https://media.twitter.com/best-practice/techniques-for-covering-breaking-news-events</a></p> <p>What Facebook and Twitter Mean for the News</p>	<p>[<b>Sukkot:</b> Sunday - Sunday, September 27 - October 4]</p> <p>Interview story due.</p> <p><i>Associated Press</i> learning module completed by this week.</p> <p>Begin Grammar, Spelling and Punctuation module on Blackboard. This self-directed</p>

	<p>story sources and for reporting.</p> <p><b>In class:</b> Ten Leads and briefs quiz drawn from Course Reader to be given at the start of the class.</p> <p><b>Readings:</b> Columbia Journalism Review: What am I supposed to Tweet about? <a href="http://www.cjr.org/altalk/what_am_i_supposed_to_tweet_about.php">http://www.cjr.org/altalk/what_am_i_supposed_to_tweet_about.php</a></p> <p>How to Use Twitter for News <a href="http://news.yahoo.com/twitter-news-195606854.html;_ylt=AwrTcd5JFbxVzolAQCQnnlIQ;_ylu=X3oDMTByb2lvbXVubGNvbG8DZ3ExBHBvcwMxBHZ0aWQDBHNIYwNzcg--">http://news.yahoo.com/twitter-news-195606854.html;_ylt=AwrTcd5JFbxVzolAQCQnnlIQ;_ylu=X3oDMTByb2lvbXVubGNvbG8DZ3ExBHBvcwMxBHZ0aWQDBHNIYwNzcg--</a></p>	<p><a href="http://www.stateofthemedial.org/2012/mobile-devices-and-news-consumption-some-good-signs-for-journalism/what-facebook-and-twitter-mean-for-news/">http://www.stateofthemedial.org/2012/mobile-devices-and-news-consumption-some-good-signs-for-journalism/what-facebook-and-twitter-mean-for-news/</a></p> <p>Instagram uses for news <a href="https://www.journalism.co.uk/news/7-ways-news-outlets-can-use-instagram/s2/a555317/">https://www.journalism.co.uk/news/7-ways-news-outlets-can-use-instagram/s2/a555317/</a></p> <p>Beginner's Guide for Instagram <a href="http://mashable.com/2012/05/29/instagram-for-beginners/">http://mashable.com/2012/05/29/instagram-for-beginners/</a></p> <p>Columbia Journalism Review: More media experimenting with app as a news tool <a href="http://www.cjr.org/campaign_desk/instagram_on_the_trail.php?page=all">http://www.cjr.org/campaign_desk/instagram_on_the_trail.php?page=all</a></p> <p><b>Assignment:</b> Find and cover a speech or news conference in our community or on campus. Produce 500- to 600-word story by 7 p.m. on the same day or by noon the next day if you covered a night speech or news conference. Your instructor may make adjustments as needed to accommodate class schedule/ progress.</p> <p>Three to five tweets from your meeting, using #J202 hashtag.</p>	<p>module should be completed by final class period, when an exam will be given on the material.</p>
<p><b>Week 7</b> Dates: 10/5-10/9</p>	<p><b>Covering Communities</b></p>	<p><b>Readings:</b> Assessing a community by the numbers. We review</p>	<p>All speech or news conference stories should have been submitted by start of class;</p>

	<p>Discussion about traditional on-the-ground reporting in the field compared with and enhanced by databases and social media tools.</p> <p>Search for and follow the Twitter, Facebook and Instagram feeds of your community institutions [city hall, churches, libraries, for example.] and community organizations and leaders.</p>	<p>our community by accessing the data bases listed below. Who lives in our community? How educated are they? How much does housing cost? What does the average resident earn? And given the results of your search, what types of stories are we likely to find there?</p> <p><b>Database reporting resources</b></p> <p>PolicyMap is a multi-disciplinary interactive online mapping tool that provides access to a diverse range of data, including, demographic, income and spending, housing, lending, quality of life, economy, education, and health. Use it to create maps, tables, and graphs for a variety of research purposes, including, market analysis, business planning, site analysis, demographic profiles, policy briefs, and grant applications <a href="https://libproxy.usc.edu/login?url=http://usc.policymap.com/maps">https://libproxy.usc.edu/login?url=http://usc.policymap.com/maps</a></p> <p><b>American FactFinder</b></p> <p>You can use American FactFinder to view, print, and download statistics about population, housing, industry, and business. Using FactFinder, you can also find U.S. Census Bureau products; create reference and thematic maps; and search for specific data.<a href="http://factfinder2.c">http://factfinder2.c</a></p>	<p>Continue Grammar, Spelling, Punctuation module.</p> <p>USC librarian, Chimene Tucker, assigned to the USC Annenberg School,. Is available for class visits and student consultations to discuss researching data bases and other approaches. She's available at <a href="mailto:cetucker@usc.edu">cetucker@usc.edu</a> or 213/740-2332</p>
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		<p><a href="http://www.census.gov/faces/nav/jsf/pages/index.xhtml">ensus.gov/faces/nav/jsf/pages/index.xhtml</a></p> <p><b>The Census</b> <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p><b>Homework:</b> Write a 500- to 600-word profile of our community, using up to three on-the-ground interviews from the community, your own observations of the community, statistics from our database and other details you glean from social media accounts</p> <p>Two to three photos will be required.</p>	
<p><b>Week 8</b> Dates: 10/12-10/16</p>	<p><b>Covering Communities/ Public Meetings</b> Discuss community profiles, successes and challenges.</p> <p>Covering governmental and other public meetings in our community. What you write about and what you don't. How do you find compelling stories at a public meeting about the community at large?</p> <p><b>In class assignment:</b> Write government meeting story from Course Reader fact sheets, an exercise that will help you understand what</p>	<p><b>Readings:</b> Harrower, Chapter 6.</p> <p><b>Assignment:</b> Identify a public meeting -- city council or a community meeting or another meeting approved by your instructor -- in our city. The assignment is due in two weeks, and the longer deadline will allow you to find a meeting. [Not all city councils and community groups meet weekly.] Use city/ community web site to find the day and time of a meeting.</p> <p>Attend meeting and produce a 500- to 600-word story, with Tweets, the number of which will be</p>	<p><b>[For 15-week undergraduate courses:</b> Due by week 8 - Adequate graded work on which midterm standing can be based]</p> <p>Continue Grammar, Spelling, Punctuation module.</p> <p><b>*Required attendance:</b> In advance of next week's J202 and J203 class unit about crime, safety and courts, Week 8 Director's Forum will feature representatives of the Los Angeles County Sheriff's Department about law enforcement relationships with journalists, law enforcement issues in the 21<sup>st</sup> century and conversations about high-tech approaches to law enforcement – drones, for example – that have generated debates over privacy in communities. Location and time to be announced.</p>

	<p>details are important in a public meeting [not everything is] and how you structure a longer news story.</p>	<p>determined by instructor. Please remember to use #J202 hashtag.</p>	
<p><b>Week 9</b> Dates: 10/19-10/23</p>	<p><b>Covering Communities/ Courts, Crime and Safety</b> Discuss public meeting stories, progress and reporting issues.</p> <p>Discuss progression of a case, from crime, arrest of suspect, arraignment, jury selection, trial and sentencing. <a href="https://www.justia.com/criminal/docs/stages-of-a-criminal-case.html">https://www.justia.com/criminal/docs/stages-of-a-criminal-case.html</a></p> <p>In class: Write court story from Course Reader fact sheet.</p>	<p><b>Readings:</b> Covering The Courts/An Associated Press Manual for Reporters <a href="http://www.ncpress.com/LegalFiles/glossary.html">http://www.ncpress.com/LegalFiles/glossary.html</a></p> <p>Read entries from the Los Angeles Times' blog about crime, a still somewhat new approach to reporting crime in terms of the platform and coverage. <a href="http://homicide.latimes.com/">http://homicide.latimes.com/</a></p>	<p>Community profile due, with two to three photos.</p> <p>Continue Grammar, Spelling, Punctuation module.</p>
<p><b>Week 10</b> Dates: 10/26-10/30</p>	<p><b>Covering Communities/ Cross platform journalism</b> Discuss how text anchors much of a news organization's cross platform treatment of the news and how a reporter is required to revise content for different platforms.</p> <p><b>In class exercise and readings</b> We review the website of KPCC, Southern California Public Radio, along with its uses of social media, from Twitter,</p>	<p><b>Readings:</b> KPCC website and broadcast, accessed through its website: KPCC on the web: <a href="http://www.scpr.org/">http://www.scpr.org/</a> KPCC on Twitter: @KPCC KPCC on Instagram: @KPCC KPCC on Facebook: KPCC</p> <p>The class may explore other news outlets' cross platform in lieu of Southern California Public Radio.</p> <p><b>Homework:</b> Cross platform</p>	<p>Continue Grammar, Spelling, Punctuation module.</p>

	<p>Instagram and Facebook. Then compare with its radio broadcast. There are both subtle and obvious differences in writing styles, and different information is tailored for different platforms. One detail to remember: The content is always well-reported and well-written; the platforms are delivery tools.</p>	<p>assignment: Write 500-word Crossing Guard Hit story in Course Reader, pg. 439. Students in J203 will produce the same assignment for television.</p> <p>[Video of cross guard accident on both Blackboard for J202 instructors]</p>	
<p><b>Week 11</b> Dates: 11/2-11/6</p>	<p><b>Covering Communities/ Diversity</b> Reporting on socio-economic issues in our community.</p> <p>We discuss Fault Lines, the Maynard Institute’s rubric on how coverage across generation, gender, geography, race and class require journalists to be exceedingly careful in how they frame and report stories. Religion and politics also are additional societal faults that have emerged in the 21<sup>st</sup> century.</p> <p>Using social media to find diverse sources in our community.</p> <p><b>Readings:</b> Readers remember</p>	<p><b>Homework assignment:</b> Using our USC Libraries data bases, review data and select one or two categories on which to begin reporting a story from our community that explores one or two Fault Lines.</p> <p><b>Data base links:</b> American FactFinder <a href="http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml">http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml</a></p> <p>Policy Map <a href="https://libproxy.usc.edu/login?url=http://usc.policymap.com/maps">https://libproxy.usc.edu/login?url=http://usc.policymap.com/maps</a></p> <p>Conduct other research, including in our community, and with guidance from instructor, can explore a variety of specializations or beats, including education, health, income, housing or another topic of your choosing with your</p>	<p>Public meeting story due. Crossing Guard story due.</p>

	<p>misleading headlines – and other examples of unconscious bias  <a href="http://www.studentnewsdaily.com/example-of-media-bias/readers-remember-misleading-headlines/">http://www.studentnewsdaily.com/example-of-media-bias/readers-remember-misleading-headlines/</a>  “Fault Lines,” The Maynard Institute:  <a href="http://www.maynardinstitute.org/faultlines">http://www.maynardinstitute.org/faultlines</a></p> <p>Detecting Bias in a News Story, Fairness and Accuracy in Reporting [FAIR]  <a href="http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/">http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/</a></p>	<p>instructor’s approval.  One suggestion: select a topic that is supported by statistics found in our USC Libraries database.</p> <p>Produce a one-paragraph story pitch that answers the following questions:  why is this story important? Who will you interview? What data will you use to support your story?</p>	
<p><b>Week 12</b>  Dates: 11/9-11/13</p>	<p><b>Covering Communities/ Cross Platform</b></p> <p>Discuss story pitches for socio-economic story, which serves as the final project/ final exam for J202 and J203.</p> <p>Conducting deeper research for stories:  Expansive use of statistical data, use of polls and surveys to support your story.</p>	<p><b>Readings:</b> Please read this profile of Salinas, a northern California city. While the piece is about 250 words longer than your final project, this story demonstrates well the multiple layers of a story reported from one community. Please pay attention to the use of data, the depth of the reporting and the structure.</p> <p><a href="http://www.zocalopublicsquare.org/2015/07/28/if-you-care-about-california-then-you-should-care-about-salinas/inquiries/connecting-california/">http://www.zocalopublicsquare.org/2015/07/28/if-you-care-about-california-then-you-should-care-about-salinas/inquiries/connecting-california/</a></p>	<p>Socio-economic story pitch due. This story, which will serve as your final exam, is due Week 15. Instructor may ask for revisions in story pitch, and the revision will be due next class period, unless otherwise instructed.</p>



<b>Week 13</b> Dates: 11/16-11/20	<b>Covering Communities</b> Conversation about outlining your story and considering story structure. This exercise helps you determine		Revised socio-economic story pitch due.
<b>Week 14</b> Dates: 11/23-11/27	<b>Covering Communities:</b> Individual meetings with professor to review story outlines. Meetings either in person, on the phone or on email.		[ <b>Thanksgiving Break:</b> Wednesday - Saturday, November 25 - 28]
<b>Week 15</b> Dates: 11/30-12/4	<b>Covering Communities</b> Review/discuss rough drafts of final/beat assignment	Final projects due today OR during your Final Exam period, at the discretion of your instructor.	[ <b>Instructor:</b> Please be sure to set aside time <b>at the beginning of your final class meeting</b> for students to submit their <b>USC Course Evaluations.</b> ]  <b>GSP Exam following course evaluations. Accessed via Blackboard.</b>
<b>FINAL EXAMS</b> Dates: 12/9-12/16		Final projects during final exam period, if you didn't submit them during last class period.	<b>Date:</b> For the date and time of the final for this class, please consult the <a href="#">Fall 2015 Final Exam Schedule</a> . For undergraduate courses, graded work (exam, paper, project, etc.) must be due on the scheduled date of the final exam.

## Writing Coaches

From basic skills to fine tuning, USC Annenberg's School of Journalism writing coaches are available to assist journalism students of all levels. Students may schedule sessions to consult one-on-one about their work and tips on how to improvement. Contact the writing coaches by telephone or email to set up an appointment, unless if noted otherwise.

The role of the coaches is to review and give explanations on pieces that have already been graded. Coaches are not allowed to work on assignments that have yet to be submitted.

Print/Text: Miki Turner, [mpturner@usc.edu](mailto:mpturner@usc.edu)

Location: ANN 205D. Office hours: Mondays, by appointment; Tuesdays, 5-8 p.m.; Wednesdays, 5:10-8 p.m.. Please email in advance to reserve time and day.

Broadcast/Video: Liz McHale, [emchale@usc.edu](mailto:emchale@usc.edu)

Location: Annenberg Media Center/ ANN 102 or ANN306.

Office hours: Mondays and Thursdays, 5-8 p.m.; Tuesdays, Noon to 2 p.m.; other days by appointment. Please email in advance to reserve a time and day.

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

### **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 Section 11, *Behavior Violating University Standards*

<https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>.

Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on 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.

### **Support Systems**

#### *Equity and Diversity*

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.

This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men*

<http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

#### *Support with Scholarly Writing*

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

*The Office of Disability Services and Programs*

[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.

*Stress Management*

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

*Emergency Information*

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

**About Your Instructor**

**ROBERTO SURO** holds a joint appointment as a professor of journalism and public policy at the University of Southern California. He is also director of the Tomás Rivera Policy Institute, an university research center exploring demographic diversity in the 21st century global city. Suro's latest book is *Writing Immigration: Scholars and Journalists in Dialogue* (U of CA Press, 2011). He is a non-resident Senior Fellow of the Brookings Institution, where he is now conducting research on the decline of domestic migration in the wake of the Great Recession. Prior to joining the faculty in 2007, Suro was founding director of the Pew Hispanic Center and a member of the founding management team of the Pew Research Center. During a career as a print journalist spanning almost three decades Suro held senior positions at *The New York Times*, *The Washington Post* and *TIME*. He reported extensively from Washington DC, Europe and the Middle East as well as several domestic postings.