



JOUR 306 Production: Broadcast

3 units

Fall 2015 – Thursday – 9:00 a.m. - 11:40 a.m.

Section: 21093

Location: ANN308

Instructor: Kingsley Smith

Office: ANN306

Office Hours: Thursday 8:00 a.m. - 9:00 a.m. and by appointment

Contact Info: (310) 975-9218 call/text kingsles@usc.edu

Course Description

The process of putting together television news stories requires both art and craft. The craft involves the step-by-step process which nearly all reporters use to produce their stories. The art involves the unique heart and soul you bring to your work. It begins in the way you identify the stories you choose to produce and it carries you through the process of researching, shooting, writing and editing the story. We will show you the step-by-step process of crafting a professional news story. You will provide the art.

This semester we will also examine the process of producing a half hour newscast. We will take time during many class sessions to discuss the ethics that guide us as journalists. Journalism is, after all, more than a profession. It is an essential part of our democracy and as such it carries with it an awesome responsibility to make sure that our stories are fair and accurate and that they provide the essential information we need to make important decisions about our lives.

All USC Annenberg journalism students benefit enormously from the Annenberg Media Center (MC), a state-of-the-art converged newsroom that will help you in your professional development and offers training in producing cross platform content. Students in J306 course are expected to sign up to work at the Media Center, where students will produce content across platforms.

Annenberg Media Center Requirement

All J306 students 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 15 percent each of your course grade. 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 J306 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

(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 J306 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 J306 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.

Overall Learning Objectives and Assessment

By the end of this semester you will have the knowledge to produce a television news story worthy of any television network or local news station. We will spend time on how to “voice over” your stories and how to use “stand-ups” to help tell your story, and how to perform flawless “live shots” in a breaking news scenario.

Prerequisites: J202, 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 stories.

Description of Assignments

The majority of your grade will be determined by four major news packages, which will be turned in throughout the semester. The first three stories will be 1:30 to 1:45 in length, the final project running up to 2:15 (additional time will require advance permission of instructor). The completed stories will be uploaded to YouTube using a private link. You will also learn how to produce a 30-minute newscast and you will have the opportunity to create a rundown for a particular day's news events and block the stories out on a 30-minute timeline.

Format for Assignments and Final Project

Each assignment will consist of a written script and an edited story, which will be uploaded to YouTube as an unlisted file, and the link to the file will be emailed to the instructor no later than 7pm on the day it is due. The script will be written in a two-column format with font information (Chyrons) and on the left column and the reporter narration and sound bites on the right column. All sound bites will be transcribed and placed into the body of the script. Students will be responsible for story topics (with instructor guidance) and story pitch forms will be used for each assignment. Prior instructor approval is required for each project.

Grading

Quizzes and Class Participation	5%
Package #1	10%
Package #2	15%
Package #3	20%
Newscast rundown and explanation	10%
Package #4	25%
Annenberg Media Center	15%
Total	100 percent

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

Each assignment will consist of a written script and an edited story which will be uploaded to YouTube as an unlisted file and the **link to the file will be emailed (kingsles@usc.edu) to the instructor no later than 9 a.m. on the day it is due.** The script will be written in a two-column

format with font information (Chyrons) and on the left column and the reporter narration and sound bites on the right column. All sound bites will be transcribed and placed into the body of the script. Students will be responsible for story topics (with instructor guidance) and story pitch forms will be used for each assignment. Prior instructor approval is required for each project.

This course will use the Annenberg Media Center's Media asset management, "Xchange," and publishing to web platform for all assignments:

- Xchange (mcweb.usc.edu) is an integral part of the school's media asset management solution, providing a secure web environment to share multimedia, collaborate on projects, critique work, submit stories to the Media Center for air, and publish directly to YouTube and SoundCloud.
- Xchange is available through our USC VPN client anywhere faculty and students have access to the internet.
- Xchange teaches and reinforces a professional media asset management and distribution workflow found in almost every modern newsroom or multimedia production environment. Our specific solution is used by CNN, NFL Network, NASCAR, Disney, and Yahoo (just to name a few).
- Using Xchange as the main mechanism to share, distribute, collect, and critique audio and video projects will ensure that the media is securely stored and backed up, available for accreditation and assessment, and available for Media Center use.
- For assistance using and teaching with Xchange, as well as using our VPN (verified private network) solution, please stop by the Annenberg Digital Lounge in ANN 301, or visit <http://www.annenbergdl.org>.
 - Faculty Tutorial: <http://www.annenbergdl.org/tutorials/faculty/>
 - Student Tutorial: <http://www.annenbergdl.org/tutorials/student/>
- Student and faculty training for Xchange will be included as part of the scheduled video editing workshops.
 - Please encourage students to download and test the USC VPN client prior to training.
 - <http://www.annenbergdl.org/tutorials/virtual-private-networking-vpn-usc-annenberg-workflow/>
 - Please encourage the students to download and test the Chrome web browser prior to Xchange training as well.

Additional Policies

You are expected to be in class every week or to obtain the instructor's approval in advance if you will miss a class, except for verified medical reasons or emergencies. **Failure to come to class without a legitimate reason will affect your class participation grade.**

You will be allowed to edit packages in the Annenberg Digital Lab only if you attend the advanced editing workshop and complete the required work. Although core syllabi are similar, every core class is different, so you cannot make up a class session by going to another class in the same sequence, except for the editing workshop.

We will periodically discuss ethical dilemmas facing journalists today. Students will be expected to write a short essay detailing their positions on these topics. There will also be timed writing assignments during class that will simulate real world breaking news situations.

Recommended Readings and Supplementary Materials

Title: Broadcast News Handbook, 5th Edition [required for J203 Newswriting: Broadcast]
Author: C.A. Tuggle, Forest Carr, Suzanne Huffman

Required Readings and Supplementary Materials

One of the best ways to learn about broadcast news production is to watch newscasts. Students should plan to watch at least one local and/or one network newscast every day (Many networks provide their entire half hour newscast for online viewing if the time it airs is not convenient). Students will be required to read at least the first three sections (or online equivalent) of the *Los Angeles Times* every day.

Some suggested viewing:

CBS Evening News <http://www.cbsnews.com/evening-news/>

ABC World News Tonight <http://abcnews.go.com/WN/>

NBC Nightly News <http://www.msnbc.msn.com/id/3032619/>

PBS Newshour <http://www.pbs.org/newshour/>

Watch at least one local newscast every day:

KABC, KCBS/KCAL, KNBC, KTLA, KTTV

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.

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) (optional)

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

***For shortened/condensed courses (e.g.: seven-week courses), please find your course on the [Fall 2015 Schedule of Classes](#) and click the “Info” button for different add/drop dates.**

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
Week 1 Dates: 8/24-8/28	<p>Introduction, review syllabus, outline semester and projects.</p> <p>Camera techs will instruct students on use of SD card cameras</p> <p>ATVN representatives will make presentation about Annenberg Media Center shifts</p> <p>Discuss expectations for what students should be able to do by the end of the semester</p>	<p>With the exception of the first class, all readings and homework should be completed by the next class period.</p> <p>Readings: (Most reading assignments are not shown in this syllabus because they will be drawn from current examples. This reading material will be assigned in class, and it will usually be distributed in class or e-mailed to you.) For this week, read the ethics statement prepared by the Society of Professional Journalists: http://www.spj.org/ethics_code.asp</p>	

		<p>Homework: Detail your interests and goals in journalism. Feel free to use this assignment to show off your writing skills. Write conversationally. Make it interesting. Please post to Blackboard by next week's class. All other assignments will be posted to Xchange.</p>	
<p>Week 2 Dates: 8/31-9/4</p> <p>Premiere training sessions this week are mandatory for all J306 sections.</p> <p>J.C. Smith, noon-3 pm, August 31</p> <p>Paige, 7 p.m.-10 p.m., Sept. 1</p> <p>Robertson, Noon-3 pm, Sept. 2</p> <p>K. Smith, Sept. 3, 9 a.m. – noon.</p>	<p>Premiere training in classroom. Students should already have downloaded the software prior to this class.</p>	<p>Homework: Begin researching story ideas to be used for your first package which will be due Week 6.</p>	<p>Homework due at the start of every class.</p> <p>Letter of interests and goals in journalism due by this class.</p>
<p>Week 3 Dates: 9/7-9/11</p>	<p>Outline elements that make up a compelling story</p> <p>Discuss elements in investigative, general news, special segments and feature stories</p> <p>How to develop story</p>	<p>Homework: View the four "winning videos" from either the spot news, deadline news, general news, news feature or in-depth categories from the 1st Quarter of the 2013 Western Region Results on this page of the National Press</p>	<p>[Labor Day: Monday, Sept. 7]</p> <p>Homework: Turn in story pitch form for your first package which will be due Week 6. Story pitch forms will be emailed to each student and sent back to the instructor by email no later than the start of Week 4 class..</p>

	<p>ideas based on these elements, cultivate sources, conduct initial research</p> <p>Once you have a topic, how to identify necessary story elements including interview subjects and b-roll</p>	<p>Photographer's Association Website. You be the judge and rank them in the order you believe is most appropriate. Then write a short description of the order you have placed the stories in and the reasons why you judged them in that order: http://tv.nppa.org/2013-results-west-region/</p>	
<p>Week 4 Dates: 9/14-9/18</p>	<p>We will discuss in detail the art of videography. We will learn how to plan ahead to get the most powerful visual elements. We will go beyond the basics (wide, medium, tight shots, avoiding zooms and pans, avoiding jump cuts) to discuss how to shoot sequences, how to create strong opening and closing sequences, how to shoot interviews and how to shoot and use natural sound. We will view examples and discuss each student's favorite stories from the September 10 homework assignment.</p> <p>We will discuss these topics: Planning ahead for compelling</p>	<p>Homework: Shoot Package #1:</p>	<p>[Rosh Hashanah: Sunday - Tuesday, September 13 - 15]</p>

	<p>video.</p> <p>The opening sequence Natural Sound: The Life of the Story</p> <p>Shooting interviews Shooting sequences Closing Sequence</p>		
<p>Week 5 Dates: 9/21-9/25</p>	<p>We will discuss and watch examples of stories that profile interesting people. What are the elements that make a powerful profile? What role does video and natural sound play in a good feature? We will examine these questions and explore techniques that can help draw out your subject and capture powerful elements in his/her life.</p>	<p>Homework: Finish writing and editing Pkg. #1 and upload your story to Xchange. Your story is due at the start of class next week, so I will need to receive your email link no later than 7pm on the day your story is due.</p> <p>Three story pitches for your next project (Package #2) will be due next week. All pitch forms must be emailed or turned in no later than the beginning of class next week.</p>	
<p>Week 6 Dates: 9/28-10/2</p>	<p>Each student must email their script and a YouTube link to your story no later than the start of class. We will view and discuss Package #1. We will also discuss story ideas each student has turned in for Package #2. Story subjects for each student for Package #2 will be assigned.</p>	<p>Homework: Begin shooting Package #2</p>	<p>[Sukkot: Sunday - Sunday, September 27 - October 4]</p> <p>Package #1 due. Please post to Xchange.</p> <p>Three story ideas due for Package #2.</p>

<p>Week 7 Dates: 10/5-10/9</p>	<p>Broadcast news stories are not written, they are produced. The written word is just one element that helps to weave the story together.</p> <p>Today we discuss how to put words, video and natural sound together to produce a powerful story. We will learn how to write to the video so that the pictures are enhanced but not described. We will discuss techniques for writing in and out of sound bites to keep the story flowing smoothly.</p> <p>We will examine the purpose of the beginning, the middle and the end of the story. We will examine the importance of opening and closing sequences.</p>	<p>Homework: Continue working on Package 2, due in two weeks.</p>	
<p>Week 8 Dates: 10/12-10/16</p>	<p>We will learn how to produce longer stories for broadcast. We will discuss structure, pacing, and other elements, which differ from daily short form broadcast news stories. We will also</p>	<p>Homework: Write three story pitches for Package #3 and detail the elements in each pitch that make the story compelling. You will pick one of these stories as your assignment for Package #3, which is due at the</p>	<p>[For 15-week undergraduate courses: Due by week 8 - Adequate graded work on which midterm standing can be based]</p>

	<p>discuss the role of long form stories and documentaries in the broader landscape of broadcast journalism. We will view examples of excellent long form stories.</p>	<p>start of class on Week 12 and is to be 1:30 to 1:45 in length and should involve multiple locations and interviews</p>	
<p>Week 9 Dates: 10/19-10/23</p>	<p>Each student must email script and a YouTube link to your Package #2 story no later than 9am (start of class). We will view and discuss Package #2.</p> <p>We will also discuss story ideas for Package #3.</p>	<p>Homework: Read Chapter 11 of Tuggle’s “Broadcast News Handbook.”</p> <p>Before class next week, purchase and skim through the print edition of the <i>Los Angeles Times</i> of that morning. Bring that hard copy edition to class that day and be prepared to discuss which stories you propose including in your newscast, and why.</p> <p>You may want to get a jump on the stories by watching two or more television newscasts Tuesday evening – at least one local and one national newscast.</p> <p>Start shooting Package #3 due in Week 12</p>	<p>Package #2 due.</p>
<p>Week 10 Dates: 10/26-10/30</p>	<p>We learn how to produce a 30-minute newscast.</p> <p>We will discuss what a producer does. What decision does he or she make, and</p>	<p>Homework: Using the form provided, block out a 30-minute television newscast for a Los Angeles audience at 6 p.m, using tomorrow’s <i>Los Angeles Times</i> for</p>	

	<p>on what basis are those decisions made?</p> <p>We will use today's print edition of the <i>Los Angeles Times</i> to block out (produce on paper) a sample newscast in class based on a vote of your story selections and time allotments.</p>	<p>your story selections. (You may assume each story occurred on the day of your "newscast.") Attach a sheet explaining in general terms what elements you are using for each story. Also, attach a sheet explaining why you produced the newscast as you did, discussing the placement of each story, not simply why you used the story. Due next week.</p>	
<p>Week 11 Dates: 11/2-11/6</p>	<p>We will view 5pm newscasts of the four major network owned stations from Tuesday Nov. 3 (the same night your "newscast" was to air) to compare and discuss the role of the local 30-minute newscast in a community. We will discuss the similarities and the differences between the newscasts.</p>	<p>Homework: Complete Package #3, it is due next week.</p>	
<p>Week 12 Dates: 11/9-11/13</p>	<p>We review the class' Package #3 projects due at the beginning of class today.</p> <p>Each student must email script and a YouTube link to your Package #2 story no later than 9am (start of class). We will view</p>	<p>Homework: Write three story pitches, and detail the elements in each pitch that make the story compelling.</p> <p>For each pitch, identify the elements that will be needed to tell the story, including sound</p>	<p>Package 3 due.</p>

	<p>and discuss Package #3.</p> <p>And students must post their work on Xchange no later than prior to class).</p>	<p>bites, b-roll, etc.</p> <p>You will pick one of these stories as your final assignment for Package #4, which is due during Final Exam Week at length of 2:00-2:15 in length. The story should involve multiple locations and interviews.</p>	
<p>Week 13 Dates: 11/16-11/20</p>	<p>We will view examples and discuss strategies for reporting live from breaking news locations</p> <p>We will videotape “live” shots in class, in a simulated breaking news situation and demonstrate techniques that will help students stay calm under pressure</p> <p>Discussion of final project</p>		
<p>Week 14 Dates: 11/23-11/27</p>	<p>Thanksgiving. No class.</p>		<p>[Thanksgiving Break: Wednesday - Saturday, November 25 - 28]</p>
<p>Week 15 Dates: 11/30-12/4</p>	<p>Discuss progress on final project. What is missing? Which elements can still be included to make the story powerful and compelling?</p> <p>What are your opening and closing sequences? Final checklist will be</p>	<p>Homework: Continue work on final project due during our Final Exam.</p> <p>Students are encouraged to bring scripts and/or video excerpts from final project to discuss in class next week.</p>	<p>[Instructor: Please be sure to set aside time at the beginning of your final class meeting for students to submit their USC Course Evaluations.]</p>

	<p>discussed. Individual sessions with instructor will be provided to those students who desire review of script or edited first draft of story.</p> <p>How to put together a strong resume tape</p> <p>The value of internships and networking</p> <p>Discussion of final project</p>		
<p>FINAL EXAMS Dates: 12/9-12/16</p>		<p>Package #4, our final project due during final exam period.</p>	<p>Date: For the date and time of the final for this class, please consult the Fall 2015 Final Exam Schedule. For undergraduate courses, graded work (exam, paper, project, etc.) must be due on the scheduled date of the final exam.</p>

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.

Broadcast/Video: Liz McHale, 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.

Print/Text: Miki Turner, 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.

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

The university does not tolerate discrimination, sexual assault, and harassment. 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 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

Kingsley Smith, an award-winning broadcaster, is the former News Director for KTTV in Los Angeles. For 25 years he's worked in newsrooms in Dallas, St. Louis, Philadelphia and Los Angeles leading, creating, producing and managing news and information programs for on air and online. Kingsley now operates his own production and marketing company creating original brand journalism and related content for small and large business, individuals, corporations and organizations. This custom video content is shared through targeted social media campaigns.