USCAnnenberg

JOUR 205: Journalism Practicum
1-2 units

Spring 2019 – Online
Section: 21030D
Location: Online

Instructor: Dr. Laura Castañeda, Ed.D.
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Office Hours: By appointment
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I. Course Description
Internships are an integral part of your undergraduate experience because they provide on-the-ground training for what you learn in class. In this online course – there are no formal class meetings -- students secure internships in a variety of professions from text and broadcast journalism, to public relations, both corporate and nonprofit, advertising and a host of other industries which find themselves at the intersection of creativity and communication.

Both traditional and new professional practices across industries are constantly changing. In your internships, you will learn about the workflow of your respective professions. Your position in your organization will give you good insight for the ebb and flow of all these changes.

This course – graded Credit/No Credit -- is intended to give you as much time pursuing your internship, so the classroom work is limited. You will produce short weekly blog posts suitable for publication. The weekly posts should summarize the tasks you were assigned, started and/or completed, and include any issues (positive and negative) you may have encountered. The final is a two- to three-page paper that examines one aspect about the industry in which you have worked and reflects about your experiences.

I encourage you to publish your posts and your final paper on your personal blog or resume site, but this is not required.

II. Overall Learning Objectives and Assessment
By the end of the semester, you will be able to describe a communications workplace and how it is changing, and identify a variety of related jobs, skills, and work styles. You will also learn about yourself and how you work, and what's needed to succeed in future internships and jobs.

III. Description of Assignments

Ten short weekly blog posts: The weekly post should be 150-200 words uploaded to Blackboard under "assignments." Each post should be a publishable narrative that describes what you did, and includes information about your duties, the people you met, something new you learned or witnessed, and/or problems you may have had or insights you gained.

Final paper: The final paper should be three to five pages in a double-spaced Word document that's uploaded to Blackboard under "Final." The paper should describe the organization and the industry, what its biggest challenges are, and how it's coping with change. It should also include your thoughts and opinions about your role and contributions, and what you'd like to seek in future internships or jobs given your experience. You might want to do additional research and interviews.

IV. Grading
a. Breakdown of Grade

Assignment	% of Grade
Weekly posts (10)	50
Final paper	50
TOTAL	**100%**

b. Grading Scale

Each post and the final paper will receive a letter grade. To receive a grade of CR (credit) for this course, you must average a grade of C-minus or better on all of the required assignments.

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Your posts and final paper will receive letter grades based on the criteria below.

"A" stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published).

"B" stories require more than minor editing and have a few style or spelling errors or one significant error of omission.

"C" stories need considerable editing or rewriting and/or have many spelling, style or omission errors.

"D" stories require excessive rewriting, have numerous errors and should not have been submitted.

"F" stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both.

The following are some circumstances that would also 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 the record.

V. Assignment Submission Policy
All posts should be uploaded to Blackboard on the Monday of the specified week (see the course schedule) by 9 a.m.

Late posts will be accepted within one week of the due date but will receive a one letter grade penalty. Missing posts and posts submitted after one week of the due date will receive an F.

VI. Required Readings and Supplementary Materials
There are a handful of readings distributed throughout the semester via Blackboard. The readings are intended to ground you in broader questions about internships and the workplace.

VII. Laptop Policy
All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

VIII. Add/Drop Dates for Session 001 (15 weeks: 1/7/19 – 4/26/19)
Friday, January 25: Last day to register and add classes for Session 00S1
Friday, January 25: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001
Tuesday, January 29: last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 22: 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, April 5: Last day to drop a class with a mark of "W" for Session 001

VIII. Course Schedule

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 **Jan. 7-11**		The Ultimate LinkedIn Guide for Interns And LinkedIn for Students	Research your organization/company and industry.
Week 2 **Jan. 14-18**			Continue setting up your internship and researching the company and industry.
Week 3 **Jan. 21-25**			Finish researching your company and draft your first blog post.
Week 4 **Jan. 28-Feb.1**			Post #1 is due on Mon., Jan. 28, 9 a.m. It should describe your company and its industry, your responsibilities, your immediate supervisor and other team members, and your internship schedule.
Week 5 **Feb. 4-8**			Post #2 is due on Mon., Feb. 4, 9 a.m.
Week 6 **Feb. 11-15**		Networking 20 Critical Dos and Don'ts of LinkedIn Networking The Importance of a Mentor	Post #3 is due on Mon., Feb. 11, 9 a.m.
Week 7 **Feb. 18-22**			Post #4 is due on Tues., Feb. 19, 9 a.m. (Monday is President's Day, a university holiday.)

Week 8 **Feb. 25-March 1**			Post #5 is due on Mon., Feb. 25, 9 a.m.
Week 9 **March 4-8**			Post #6 is due on Monday, March 4, 9 a.m.
SPRING BREAK **March 11-15**			No post due
Week 10 **March 18-22**			No post due
Week 11 **March 25-29**			Post #7 is due on Monday, March 25, 9 a.m.
Week 12 **April 1-5**			Post #8 is due on Monday, April 1, 9 a.m.
Week 13 **April 8-12**			Post #9 is due on Monday, April 8, 9 a.m.
Week 14 **April 15-19**			Post #10 is due on Monday, April 15, 9 a.m.
Week 15 **April 22-26**			Work on final paper.

The final paper is due by Wednesday, May 8, 9 a.m.

Last Day of Classes: Friday, April 26

Study Days: Saturday, April 27 – Tuesday, April 30

Finals: May 1-8

Commencement: May 10

IX. Policies and Procedures
Additional Policies
*Y*ou are representing first yourself and then the University of Southern California in your internship. Please observe dress codes and professionalism while you are pursuing your internship.

Statement on Academic Conduct and Support Systems
a. 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://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (http://policy.usc.edu/scientific-misconduct/).

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

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

X. About Your Instructor
Laura Castañeda, Ed.D., is a Professor of Professional Practice. She has been a staff writer and columnist for The San Francisco Chronicle and The Dallas Morning News, and a staff writer and editor at The Associated Press in San Francisco, New York and Mexico. She has freelanced for a range of publications including The New York Times, USA Today's Hispanic Living and Back to School magazines, and TheAtlantic.com, among others. Scholarly articles have appeared in the journals Media Studies and Journalism and Mass Communication Educator. She co-authored "The Latino Guide to Personal Money Management" (Bloomberg Press 1999) and co-edited "News and Sexuality: Media Portraits of Diversity" (Sage Publications 2005). She earned undergraduate degrees in journalism and international relations from USC, a master's degree in international political economy from Columbia University, and was awarded a Knight-Bagehot Fellowship in business and economics reporting from Columbia University. Her doctorate is from USC's Rossier School of Education. She served as Associate Director of the J-School for four years before returning to faculty.