**JOUR 321: Visual Journalism**

 **2 Units**

**Fall 2019 – Wednesdays – 2:30-4:10 p.m.**

**Section:** 21169D

**Location:** ANN 307

**Instructor: Justin R. Ching**

**Office Hours:** Available upon request.

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**Course Description**

Students will gain an understanding of visual journalism through theory and practical application while exploring current and emerging story forms. Students will learn the basics of video for digital and social media platforms, principles of photography, design for web and mobile platforms, and the roles each play in interactive and engaging storytelling. An emphasis will be placed on visual stories for web and social media.

Students will learn the fundamentals of digital news design including interactivity and presentation as it applies to journalistic story forms across platforms. In addition to providing you with skills necessary to produce journalistic multimedia stories, including videos and audio slideshows, we will also cover ethical, legal and social issues affecting visual journalists. Finally, you’ll learn how to develop your social media presence and build a portfolio.

We will take a practical, hands-on approach in this class. An introduction to photo, audio and video editing software will be provided.

A modern mobile or tablet device with a camera such as the iPhone X or Android Device will be used as a primary content-gathering device in the class. The class will teach you how to use your device as a journalist including using apps for shooting, editing and other purposes. You will have access to specific mobile journalism accessories, including an external mic, mini GorillaPod, and headphones. Assignments for this class may be done on your modern mobile device. More importantly, you will learn how to think visually and develop a mobile mindset when it comes to reporting. This course will introduce students to DSLR cameras and its functions. Using DSLRs is optional for video assignments.

**Overall Learning Objectives and Assessment**

•   Students will be able to demonstrate an understanding of the principles of photojournalism, including composition, framing, light, color, editing and depth of field.

•   Students will create news stories using video, audio and graphics for the web, social media and mobile devices.

• Students will demonstrate a basic understanding of principles of news design

• Students will develop a social media presence, brand and portfolio in accordance with professional journalism standards.

• Students will apply ethical and legal standards in professional journalists in visual journalism.

**Description of Assignments**

We will focus on creating and publishing multimedia stories. Your multimedia stories must be local, campus or community-related. You will work individually on most projects, but may also be assigned to work in teams for some assignments. As part of this class, students will complete a video story for the web or social media, a photo series for the web or social media, an audio slideshow assignment for Web or social media, photo assignments on Instagram, design assignments, and miscellaneous class assignments. At your instructor’s discretion, some assignments may be in coordination with your writing and reporting classes and/or the Annenberg Media Center. Assignments will be published to social media platforms and/or using Adobe Spark Page.

**Grading**

**Breakdown of Grade**

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| --- | --- |
| **Assignment** | **% of Grade**  |
| Final: Social video project | 25% |
| Midterm: Audio Slideshow for Instagram | 15% |
| Photo Essay Assignment: For web with written narrative and text | 15% |
| Instagram story: Designed for mobile, with design elements, audio and video. (Use of third party apps such as Canva or Illustrator permitted). This should be a well-developed story on a news feature topic. | 15% |
| Misc. Assignments/Portfolio & Reflection | 20% |
| Quizzes | 10% |
| **TOTAL** | **100%** |

**Grading Scale**

The final letter grade will be calculated as such:

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| --- | --- | --- |
| 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 |

**Grading Standards**

Telling compelling stories is critical for your assignments. Strong characters, visuals and good reporting is essential for your projects. In addition to the concepts above and those covered in lectures and readings, assignments will be graded on accuracy, grammar, spelling, AP style, clarity, deadlines, conciseness, structure, proper punctuation, quality of interviews/reporting and use of quotes (if applicable), use/number/quality of sources, attribution, research, objectivity, etc. You must abide by the Society of Professional Journalists Code of Ethics (<http://www.spj.org/ethicscode.asp>), NPPA (<https://nppa.org/ethics>), [SND (http://www.snd.org)](http://www.snd.org/about/code-of-ethics/) and the RTNDA Code of Ethics (<http://www.rtdna.org/content/rtdna_code_of_ethics#.VTNMjItAwUU>). Grading will be based on the quality of work and application of principles and concepts learned in class and from required readings. Criteria for grading also includes quality of audio, storytelling, accuracy, technical quality. Grading will also be based on meeting deadlines. Late work is not accepted in this class. For story assignments, publishable work should be submitted taking into account audience, engagement and platform/outlet, along with principles discussed in lectures and textbooks.

In addition, the Annenberg grading policy will be applied as follows:

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 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.

• Violating the SPJ, NPPA, or SND Code of Ethics.

**Assignment Submission Policy**

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. Instructor is not obligated to accept late assignments.

B.           Assignments must be submitted via Blackboard unless otherwise indicated by your instructor.

C.           Assignments are due before the start of class on the date indicated unless otherwise indicated by your instructor.

D. All assignments must be original work produced this semester for this course only.

E. No assignments will be accepted after the last day of class. Failure to turn in an assignment by the last day of class will result in a failing grade for that assignment.

**Required Readings and Supplementary Materials**

Videojournalism: Multimedia Storytelling by Kenneth Kobre

ISBN-13: 978-0240814650

ISBN-10: 0240814657

Mobile-First Journalism by Steve Hill, Paul Bradshaw

ISBN-10: 1138289302

ISBN-13: 978-1138289307

Recommended: The Non-Designer's Design Book (Non Designer's Design Book), 4th edition by Robin Williams.

ISBN-13: 978-0133966152

ISBN-10: 0133966151

Readings may be posted weekly in Blackboard. Students are responsible for reading articles posted by professors and commenting/participating in Blackboard and in-class discussions on readings.

**Resources:** Helpful websites.

*Mojo Manual:* [*http://www.mojo-manual.org/*](http://www.mojo-manual.org/)

*Kobre Guide:*[**http://kobreguide.com**](http://kobreguide.com)

*NeimanLab:*[**http://www.niemanlab.org/**](http://www.niemanlab.org/)

*Instagram Blog:*<https://business.instagram.com/blog>

*Media Storm:*[**mediastorm.com**](http://livepage.apple.com/)

*NPPA:*[**https://nppa.org**](https://nppa.org/)

*SPJ:*[**http://www.spj.org**](http://www.spj.org)

*SND:* [**http://www.snd.org**](http://www.snd.org)

*NPR’s Visual Guidelines:* <https://www.npr.org/about-npr/688746774/special-section-visual-journalism>

*BBC Social Media Academy:*[**http://www.bbc.co.uk/academy/journalism/skills/social-media**](http://www.bbc.co.uk/academy/journalism/skills/social-media)

*Journalist’s Toolbox:* [**http://www.journaliststoolbox.org/archive/mobile-journalism/**](http://www.journaliststoolbox.org/archive/mobile-journalism/)

*NewsWhip*:<https://www.newswhip.com/>

*Sprout Social blog:* <https://sproutsocial.com/insights/>

**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: 8/26/19 – 12/6/19)**

Friday, September 13: Last day to register and add classes for Session 001

Friday, September 13: 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 17: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, October 11: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 11: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 15: 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.*

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| --- | --- | --- | --- |
| **Weeks**  | **Topics/Daily Activities** | **Readings and Homework** | **Deliverable/Due Dates** |
| **Week 1**8/28 | Syllabus, Class Projects, Semester Overview, Intros,Ethics (NPPA), Journalism and photojournalism/designers (SND) professional responsibilities. **What makes a good photograph?**: Composition, rule of thirds, depth of field. Portraits/variety of shots/wides/close/establishing | Kobre, Chapters 1 and 2Hill & Bradshaw, Chapter 1 Web article:[News, but Make it Cinematic](http://www.niemanlab.org/2018/12/news-but-make-it-cinematic/) Article: [Mojo Manual: Introduction](http://www.mojo-manual.org/category/what-is-mobile-journalism/)Article: [Shot types and angles](http://www.mojo-manual.org/category/what-is-mobile-journalism/) | Sign up for class Instagram.  You’ll post to this account and use your own name as a one of the hashtags. Instagram class account info TBA. **IN-CLASS ASSIGNMENT**: In-class portrait assignment. Due by the end of class. Post on class Instagram account. |
| **Week 2**9/4 | **Writing text with visuals:** Captions for Web/Instagram text posts. Writing text for photo essays. Examples: National Geographic + more. Mobile apps: Adobe Spark Page, Instagram. Note: Students they may bring in their own DSLR for next class. | Kobre: Chapters 3 and 4Hill & Bradshaw, Chapter 2 Web article:[NPR Photo Guidelines](http://training.npr.org/visual/these-are-nprs-photo-caption-guidelines/)Kobre: Chapter 7 Web article: [Why Instagram is this journalist’s favorite tool](http://mediashift.org/2017/06/instagram-journalists-favorite-tool/)Web article: [5 shots for strong photo essays](https://www.poynter.org/reporting-editing/2012/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/) | **HOMEWORK ASSIGNMENT:** Photo Essay Assignment: For web with written narrative and text. Due by the start of class on Week 4 on 9/17. SEE ASSIGNMENT HANDOUT for detailed requirements.QUIZ on readings.   |
| **Week 3**9/11 | **Using a DSLR. ISO, aperture, and lenses.** Capturing moments in photojournalism. Light and color. Photo essays. Capturing a variety of shots and composing written narratives for Web.  | Kobre: Chapter 5 and 6Hill & Bradshaw, Chapter 3 Web article:[Basic Camera Techniques from Guardian Photo Editor](https://www.theguardian.com/artanddesign/2012/nov/16/photography-camera-tips) | **IN-CLASS ASSIGNMENT:** DSLR photo in class assignment. Capture at least 10 different shots at the same place. You must include detailed captions. Due by the start of next week’s class. Photos must be shot during class. We will do a photo walk on campus or off campus (TBA) with a guest photographer. Post on class Instagram account using carousel feature.QUIZ on readings. |
| **Week 4** 9/18 | **Blending stills and audio** (audio slideshows). Interviewing with a focus on audio for multimedia. APPS: Hokusai, Anchor, Voice Recorder Pro, etc.Becoming familiar with audio equipment for your phone and DSLR. | Kobre: Chapter 8 and 9Hill & Bradshaw, Chapter 4 Web article: [How to tell powerful narratives on Instagram](http://niemanstoryboard.org/stories/how-to-tell-powerful-narratives-on-instagram/)Web article: [Can audio go viral on Facebook?](http://www.niemanlab.org/2016/04/can-audio-go-viral-on-facebook-heres-what-happened-when-npr-ran-an-experiment-for-a-month/) | **IN-CLASS ASSIGNMENT:** Vox Pops audio assignment using Hokusai and Anchor mobile apps. Due by the end of class. Post on class Instagram account.**DUE:** Photo essay assignment.**DUE:** Instagram 10-shot assignment.QUIZ on readings. |
| **Week 5**9/25 | **Ethics for visual journalists:** Filters/toning. Mobile App: Lightroom | Kobre: Chapter 10 and 11Hill & Bradshaw, Chapter 5 Web article: [The Milky Way Photo on Nat Geo is Raising Eyebrows](https://petapixel.com/2019/05/07/this-milky-way-photo-on-nat-geo-is-raising-eyebrows/)Web article: [World Press Photo Disqualifies 20% of its Contest Finalists](https://time.com/3706626/world-press-photo-processing-manipulation-disqualified/)Web article: [Put a Filter on It](https://medium.com/vantage/put-a-filter-on-it-instagram-as-photojournalism-1319e21481e8)  | **MIDTERM ASSIGNMENT:** Audio slideshow assignment for Instagram.  Theme: Politics and Elections (Start on interviews for audio slideshow; One character; portraits, wide/close/5 shots; Shoot with mobile) One-minute length. This will be for Instagram in 1x1 (square format). Due by the start of class Week 8 on 10/15. SEE ASSIGNMENT HANDOUT. Note: Unedited audio due Week 6; Edited photos due Week 7. QUIZ on readings.  |
| **Week 6**10/2 | **Audio Editing:** Basic audio editing with Adobe Audition. Editing audio on your mobile device. Audition training in class and edit audio for homework. | Web reading: [Creating YouTube channels](http://www.bbc.co.uk/academy/production/article/art20130702112136480)Hill & Bradshaw, Chapter 6 & 7 | **HOMEWORK ASSIGNMENT:** Work on audio slideshow assignment. **DUE:** Bring recorded audio files to class today for editing. |
| **Week 7**10/9 | **Video Editing:** Editing video with Premiere.  Telling stories with video.   | Kobre: Chapter 12 and 13 Web Reading: [Video on Mobile](http://www.bbc.co.uk/academy/journalism/skills/digital-journalism/article/art20150422133004202) Optional Reading: [Mobile Journalism and Accessibility](http://reutersinstitute.politics.ox.ac.uk/sites/default/files/Karhunene%2C%20Accessibility%20and%20Mobile%20Journalism.pdf) | **HOMEWORK ASSIGNMENT:** Work on audio slideshow assignment. **DUE:** Bring optimized photo files to class today for editing in Premiere. |
| **Week 8**10/16 | **Producing Social Video.** News judgement. Pitching compelling stories. Sourcing and attribution in social videos. Narrative storytelling examples. Developing character-based stories. Setting a scene. Video on the web and social media. Story arc. Emotion-bait. Audience first focus.Discuss final project specs. Discuss theme for the final project: Local, community journalism topic. Shoot vertical. See handout for final project requirements. | Kobre: Chapter 14 and 15 Hill & Bradshaw, Chapter 8Web reading: [Project Blueprint](http://training.npr.org/audio/a-blueprint-for-planning-storytelling-projects/)Web reading:[What’s Different About Social Videos](http://www.mojo-manual.org/how-social-video-differs-television/) | **DUE:** Midterm audio slideshow assignment.**HOMEWORK ASSIGNMENT:** Work on written and verbal pitch for final project. Pitches are due by the start of next week’s class. Use the pitch form you are given.**HOMEWORK ASSIGNMENT:** Capturing the sights and sounds of a place using video. Visit a place off campus and produce a one-minute video featuring a sequence of clips that captures natural sound and a variety of shots from that place. No interviews need to be included. Edit into a one-minute piece on your mobile device. Post on class Instagram account. Due by start of class next week.QUIZ on readings. |
| **Week 9**10/23 | **The basics of the five shots.** Using mobile device for shooting sequences.  Editing video on your mobile device. Editing on mobile with Adobe Rush, Clips, Quik or similar app. | Kobre: Chapter 16Web Reading: [10 lessons in social video](https://www.journalism.co.uk/news/10-lessons-in-social-video-from-bbc-world-service/s2/a682036/)Web article: [Sequencing and Storyboards](http://www.mojo-manual.org/sequencing-and-storyboards/) | **DUE:** Natural sound sights and sound video assignment.**IN-CLASS ASSIGNMENT:** Shoot a video sequence using the 5-shot method in class. Due by the end of today’s class. Photos must be shot during class. Post on class Instagram account.**HOMEWORK FINAL PROJECT:** Work on final project (social video focused on local, community journalism. Topic: TBA). Due on 12/3. See assignment handout for detailed requirements.QUIZ on readings. |
| **Week 10**10/30 | **The Stories Format:** Using Instagram Stories to tell a cohesive journalistic story. Using third party apps with Instagram Stories: Photoshop, Canva, more.  | Web Reading: [How publishers are using Instagram Stories](https://digiday.com/media/dat-cheeeeeeeze-publishers-huffpost-new-york-times-using-instagram-stories/)Web reading: [How the Guardian’s Instagram strategy is winning new readers](https://digiday.com/media/guardians-instagram-strategy-winning-new-readers/) | **HOMEWORK ASSIGNMENT:** Instagram Story on a news feature topic related to USC or the community. Due by the start of class on Week 12 on 11/12 **PLEASE NOTE: CLASS WILL NOT MEET TODAY**ASSIGNMENT TBA. See assignment handout for detailed requirements.**HOMEWORK ASSIGNMENT:** Work on final project (social video with a focus on local, community journalism that would be suitable for Annenberg Media or one of its related desks, such as Dímelo, South LA, Global Cities). You have the option to pitch your story to these outlets. Refer to the final project handout with specs and requirements. The theme will be adversity. Due 12/4 QUIZ on readings.  |
| **Week 11**11/6 | **Principles of News Design.** Contrast, repetition, proximity and more. Designing graphics with Infogram. | Hill & Bradshaw, Chapter 9Web Reading: [How journalists can best use Facebook and Instagram](https://www.facebook.com/business/e/courses/journalists) (Complete only one course)Web reading: [A Guide to Journalism and Design](https://www.cjr.org/tow_center_reports/guide_to_journalism_and_design.php) Web reading: [How the NY Times is incorporating design into audience research](https://www.cjr.org/tow_center/new_york_times_design_audience_research.php) | **IN-CLASS ASSIGNMENT:** Create a simple infographic using Infogram and demonstrating the principles of design discussed in class. Due by the end of class.**HOMEWORK ASSIGNMENT:** Work on Instagram Story on a news feature topic related to USC or the community. **HOMEWORK ASSIGNMENT:** Work on final project (social video with the theme of adversity). Due 12/4. QUIZ on readings. |
| **Week 12**11/13 | **Typography and color basics:** Font families, contrasting color. Telling interactive and engaging stories across platforms with a focus on presentation and user experience. Visual standards for Web and mobile.Apps: Adobe Spark Post, and Canva mobile app.  | Web reading: [NY Times redesign](http://www.niemanlab.org/2017/06/newsonomics-the-new-york-times-redesign-aims-to-match-the-quality-of-its-products-to-its-journalism/) Web reading: [This design detail determines if you trust your news sources](https://qz.com/1018086/this-design-detail-determines-if-you-trust-your-news-sources/) | **DUE:** Instagram Story assignment.**HOMEWORK ASSIGNMENT:** Using a tool TBA, design a portfolio/reflection website with the best work from this semester (leaving a spot for your final project). Due on the final exam date. See assignment handout for detailed requirements.**HOMEWORK ASSIGNMENT:** Work on final project (social video with the theme of voters). Turn in a rough cut next week to your instructor.QUIZ on readings.  |
| **Week 13**11/20  | Building your social media presence, branding, and developing a portfolio. Hosting, domains, CMS options.Apps: Wix and Squarespace | Web reading: [Personal Branding is More Powerful Than Ever](https://www.niemanlab.org/2018/12/personal-branding-is-more-powerful-than-ever/)Web reading: [Journalism Branding: Impact on Reporter’s Personal Identity](https://journalistsresource.org/studies/society/news-media/brand-journalism-impact-reporter-personal-identity/)Web reading: [An editor’s guide to creating an online portfolio](https://www.poynter.org/newsletters/2018/an-editor%C2%92s-guide-to-creating-an-online-portfolio/) | **DUE:** Video draft (final project) due to instructor.  **HOMEWORK:** Work on final video projects. **HOMEWORK:** Work on portfolio pages with Adobe Spark Page. QUIZ on readings. |
| **Week 14**11/27 | Thanksgiving Break: No Class |  | **Work on projects.** |
| **Week 15**12/4 | What’s next in visual journalism? VR, GoPro, AR, 360, Drones.  | Web reading: Choose three articles to read from <https://medium.com/journalism360> | **IN-CLASS ASSIGNMENT:** 360 photo assignment in class. Due by the end of today’s class. Photos must be shot during class.**DUE:** Final video projects. **HOMEWORK:** Work on portfolio pages with Wix or Squarespace. |
| **Final Exam Period****12/13,** **2- 4 p.m.** | Summative experienceFinal Project due (social video); Web portfolio link due. |   | **DUE:** Web portfolio due in Blackboard. |

**Additional Policies**

• Late work will affect your grade. Missed classes will affect your grade. Please be prompt to class. Assignments or exercises given in class may not be made up if you are late or absent. Please let me know in advance if possible if you have a family emergency or illness.

• Participation is part of your grade. Using technology for unrelated class activities should be avoided, as this will affect your participation grade. Use of your computers and digital devices is encouraged for this class when these tools are used for class assignments and projects.

• When emailing your instructor, please include the name of the course and your last name in the subject line.

• The syllabus and schedule is subject to change based on the pace of the class, advances in technology, guest speaker availability, etc.

• You are expected to check email and Blackboard regularly for this class, at least multiple times a week.

• You may be going out on assignment during class. Please come to class with your mobile device charged and ready to gather content. Dress professionally.

**Communication**

You may contact me via email, cell (call/text), WhatsApp, or Facebook Messenger. I will reply to emails within 48 hours (usually sooner). The quickest way to reach me is text or Messenger.

**Internships**

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

**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://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.

b. Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

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

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

https://undergrad.usc.edu/faculty/bread/

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

**About Your Instructor**

**Justin R. Ching** is a Forbes 30 Under 30 award-winning filmmaker. Ching began his career in primetime television at the Walt Disney Company before moving to YouTube Originals, where he helped launch the network's inaugural slate of programming with VICE, ESPN and Jay-Z's Life + Times. He then went on to become a Supervising Producer at Fox Sports and led all productions with Facebook, YouTube, and Twitter. Since leaving Fox, Ching has established himself as an independent filmmaker, directing the NFL documentary series “Ritual,” for Amazon and most recently, the urban culture series "Sole Origins" for Complex Media. Through his production company, j-school, he aims to empower underrepresented groups to tell their own stories, in their own voices.