



## **JOUR 547: Navigating the Media Marketplace**

**1 Unit**

**Fall 2019 – Fridays – 2-3:40 p.m.**

**Section:** 21566D

**Location:** ANN L101

**Instructor:** Sarah Springer

**Office Hours:** By appointment (Fridays, between 10 a.m. and noon)

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310-741-7562 (OK to text)

### **I. Course Description**

In the next few months, you will no longer be students, but professional journalists, working at a large or new media company, reporting at a small local news station, launching your own podcast or freelancing for an online news magazine. The goal of this course is to prepare you for that next step — the first step in a journey toward becoming a leader who will leave a positive impact on the industry through the decisions you make as reporters, editors, producers, and media managers.

This course will arm you with tools that will best help you navigate this evolving landscape. Some tools may appear obvious: writing a cover letter, improving your LinkedIn profile, and practicing your interview and negotiating skills. Other tools may be less so at first: understanding discrimination in the workplace, challenging your received notions about what is newsworthy, and grappling with the biases you may bring to your work and the workplace — as well as the discrimination that some of you may face as you pursue and attain leadership roles in the media.

Understanding the economics of the news business and your role in it is critical when entering the job market. In JOUR 547, we aim to teach all of this in several ways: by helping you improve your professional profile, by deepening your understanding of how the news industry operates, and what mark you can leave on the industry as a whole.

Because covering traumatic events — such as shootings, natural disasters and civil disorders as well as the everyday traumas faced by many communities — will also be part of your job description, we'll also address some best practices for getting the stories you report on right while minimizing the negative impact on the traumatized communities you'll cover.

### **II. Overall Learning Objectives and Assessment**

Students should emerge from JOUR547 with the ability to analyze the news media business, its competitive position and its financial prospects. Students should also leave with a set of tools and strategies meant to help them deal with issues and situations that may arise in newsrooms around topics such as a race, diversity, gender and inclusion. With this in mind, students should be thinking critically and creatively about the role they want to occupy in this industry and how to best prepare for it. This class will center on informed discussion. While the amount of homework and reading will be moderate, the expectations for student individual and group participation will be high. Your questions and experiences will help guide the direction of this course.

### **III. Description of Assignments**

**Reading reflections & writing assignments:**

Readings and assignments must be completed before class on the week they are due. Although we will not have quizzes that will test your knowledge of the issues covered in assigned readings, there will be an assessment of your written responses based on the details of each topic, your experiences and analysis of assigned readings.

**Class participation:**

Class participation will be an important part of your grade, and you should be ready to be called upon occasionally to answer questions about the assigned readings and, in some cases, to offer constructive feedback in group settings for assignments such as resumes, LinkedIn profiles, negotiating skills, and other tools that will help each of you succeed in the job market.

**Reflection essay:**

Looking back on our readings and discussions of privilege and prejudice so far, you'll write an essay of 600-800 words reflecting on what you have learned from hearing or reading about the experiences of people who are in some way different from yourself. Each essay should also include practical actions you will take to ensure your own ongoing learning, understanding and continued practice of intersectional parity in and out of the workplace.

**Personal brand/purpose memo:**

In 300 to 500 words, you'll describe your personal brand and how you'll use that brand to achieve your professional goals. You'll sum up your identity as a journalist in a selling way and then describe how YOUR diversity is good for business and how can you use your unique background and skillset to help companies fulfill their goals. This section should also focus on your ultimate PURPOSE within the industry. What impact do they see yourself having on the industry as a whole? What's something new and innovative that you will offer to elevate or advance storytelling for all of us to benefit from?

With feedback, you may revise your memo for an improved grade.

**Job memo:**

You'll choose three postings for jobs you may actually qualify for at three different news organizations, and prepare a memo on why you qualify for each posting. Then, using what you have learned from informational interviews and websites like Glassdoor and LinkedIn, describe the pros and cons of working for each organization, and explain why the pros outweigh the cons in your estimation. Also, explain what you hope to accomplish in each role before moving on to your next job. This job memo should also include the questions would you ask a prospective employer and what are your expectations for yourself, management and the overall culture.

**Cover letter, resume and LinkedIn profile (plus revision):**

You'll pick one of the postings you researched for your job memo, then you'll write a cover letter and resume targeting that particular job. You'll also prepare your LinkedIn profile to line up with what the hiring managers for the job will want to see. After receiving feedback, you will then revise each of them. Your final assignment is not complete without a revision.

**Interview preparation and live interview:**

Interviews are the most important step in the job interview process. For this assignment, you will dress and arrive on time for a live interview in front of the classroom. You will be evaluated on the solidness of your preparation for the hypothetical job, your knowledge of the role, your ability to address your qualifications for the role, and your fit within the organization. A significant portion of your grade may also come from your constructive critique of your classmates' interviews or your participation as a mock interviewer. This will also include best practices for negotiating salary and contracts in teams or small groups.

#### IV. Grading

##### a. Breakdown of Grade

| Assignment  | Points     | % of Grade  |
|---|------------|-------------|
| Written assignments on the readings                       | 10         | 10%         |
| Class participation (See rubric below)                    | 10         | 10%         |
| Reflection essay  | 10         | 10%         |
| Personal brand & purpose memo                             | 10         | 10%         |
| Job memo  | 10         | 10%         |
| Cover letter, resume and LinkedIn profile (plus revision) | 30         | 30%         |
| Live interview  | 20         | 20%         |
| <b>Total</b>  | <b>100</b> | <b>100%</b> |

##### b. Grading Scale

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

Class participation: You will be evaluated on the frequency of your contributions, the thoughtfulness with which you approach the material and your level of preparedness (e.g., ability to demonstrate that you have done the readings and have reflected on their significance).

##### Grading Rubric for Class Participation

|                              | A   | B  | C   | D  |
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| <b>Frequency and Quality</b> | Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and <u>appropriately challenging</u> | Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways. | Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways. | Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways. |

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|  | assumptions and perspectives. |  |  |  |
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Written work: Grading will consist of these criteria: originality, clarity of expression, depth of thought, thoroughness of research, accuracy, and observance of the instructions.

Live interview: You will be evaluated on the solidness of your preparation for the hypothetical job, your knowledge of the role, your ability to address your qualifications for the role, your fit within the organization and the questions you present.

A-quality work is written in clear, direct prose, with no mechanical errors. It reflects deep and original thinking. It takes into account previous thinking on the topic and incorporates it appropriately.

B-quality work may have some minor language issues. It contains a thoughtful reflection on the topic and makes appropriate use of other sources.

C-quality work has language that is rough and lacks clarity. It summarizes the issue, but does not push the topic forward and relies on insufficient research.

D-quality work has serious deficiencies, lacks clarity and rigor and/or has accuracy issues.

F-quality work is either very late or not turned in and is grossly deficient in the categories of accuracy, clarity, originality, depth and rigor.

### V. Assignment Submission Policy

All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, assignments will automatically marked down by one full grade for each day they are late.

All due dates must be adhered to. Different assignments will be submitted via email or through Blackboard.

### VI. Required Readings and Supplementary Materials

All readings listed in the syllabus are required. In addition, the final project will require you to conduct your own research and compile your own list of readings.

### 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. However, during most every class session you will be required to put away your laptop and phone. **Yes, you read that correctly. Note taking will be done with paper and pen.**

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. Course Schedule: A Weekly Breakdown

|                                    | Topics/Daily Activities  | Due Today | Readings/Homework |
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| <b>IMPORTANT NOTE TO STUDENTS:</b> | <i>Be advised that this syllabus is subject to change based on the progress of the class, news/current</i> | —         | —                 |

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|                        | <p>events, and/or guest speaker availability.</p> <p><b>Readings and assignments must be completed before class time on the week they are due, and there will often be short written assignments to assess your analysis and knowledge of the issues covered in those readings.</b></p> <p><b>** Please note that you are only required to read FOUR articles listed for each class. Additional reading is welcome per your discretion.</b></p> <p><b>Class participation will be a big part of your grade, and you should be ready to be called upon occasionally to answer questions on the reading and about topics discussed in class.</b></p>  |          |   |
| <p>Week 1<br/>8/30</p> | <p><b>Topic:</b> Why pursue journalism in a changing media landscape?</p> <p><b>LECTURE:</b><br/>To successfully navigate today’s media landscape, we need to understand the industry’s changing business models and its demand for journalists to constantly master new skills. We’ll go over some of the history of how the news business has changed in the last century — and how we got to be the online-based, social-media-driven business we are today.</p> <p><b>IN-CLASS DISCUSSION:</b><br/>Why choose journalism as a career in a time when reporters and editors face changing media consumption habits, uncertain job prospects, threats of violence, and other serious challenges (including being labeled an “enemy of the American people” by President Trump)? For many journalists, the motivation is the opportunity to</p> | <p>—</p> | <p><b>Assignment – Due on Week 2</b><br/>Listening and reading on how the media is changing:</p> <p><b><u>The New Yorker: Does Journalism Have A Future? In an era of social media and fake news, journalists who have survived the print plunge have new foes to face.</u></b></p> <p><b><u>The New York Times: “In New Facebook Effort, Humans Will Help Curate Your News Stories”</u></b></p> <p><b>1A: <u>“How Silicon Valley Is Shaping the News”</u> (Audio: 12 min)</b></p> <p><b><u>The New York Times: “It’s True: False News Spreads Faster and Wider. And Humans Are to Blame.”</u></b></p> <p><b><u>Media Shift: “How Much Is My Browsing Worth?”</u></b></p> <p><b><u>NYMag: “One Company Is Making Money From News and It Rhymes With ‘Shmoogle’”</u></b></p> |

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|                | <p>tell true stories that make an impact.</p> <p>What’s <i>your</i> motivation for telling stories? How do you feel about entering the news industry with so many uncertainties and changes?</p> <p>Given the uncertainty of the business, what are the goals and purpose of today’s media organizations? How do they define success? How <i>should</i> they define it? What are <i>your</i> goals as aspiring reporters, editors, and producers? And how can we make sure you succeed in your personal goals in this changing landscape?</p> <p>As future leaders in journalism, what steps can you take to positively contribute to our profession’s efforts at self-improvement and self-awareness? We’ll return to this question again and again throughout the semester as we explore various aspects of the media landscape.</p> |   | <p><b><i>NPR’S All Things Considered (Audio: 6:54): “<u>Documentary: ‘The Great Hack’</u>”</i></b></p> <p><b><i>The New York Times: “<u>In the Trump Era, a Family’s Fight With Google and Facebook Over Disinformation</u>”</i></b></p>   |
| Week 2<br>9/6  | <b>In-class written assignment on topic:</b> How is the media changing and what are your fears and hopes about the future of the industry?   | — |  |
| Week 3<br>9/13 | <p><b>Topic cont.:</b> How is the media changing and what are your fears and hopes about the future of the industry?</p> <p><b>LECTURE AND DISCUSSION:</b><br/>What are your media consumption habits and how do they relate to changes we see in the broader media marketplace? What are you reading, watching or listening to?</p> <p>What is missing from your media diet? What might you be getting “too much” of? Is the internet simply feeding your desired answers or providing the truth?</p>   | — | <p><b>Assignment – Due on Week 4</b><br/>Readings on interrogating your own biases:</p> <p><b><i>Netflix head of Inclusion Strategy, Verna Myers TED (TRT: 17:42): “<u>How to overcome our bias: walk boldly toward them</u>”</i></b></p> <p><b><i>Nieman Reports: “<u>How Implicit Bias Works in Journalism</u>”</i></b></p> <p><b><i>ChronicleVitae: “<u>Yes, You Have Implicit Biases, Too</u>”</i></b></p> |

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|                        | <p>How do your habits reflect the changing habits of media consumers overall? For example, how have newspapers had to adapt to the growth of Facebook and Google, two companies that commanded more than 70 percent of the \$73 billion digital advertising in the U.S. in 2017?</p> <p>How can traditional journalism compete with the realities of viral videos, memes, and clickbait? How are new business models, including those based on foundation support, hoping to create more platforms for serious reporting?</p> |          | <p><i>The New York Times</i>: <u>“You never see that point of view in mainstream press.”</u></p> <p><i>Dame</i>: <u>“HERE’S THE REAL COST OF ‘ELITE’ JOURNALISM”</u></p>  |
| <p>Week 4<br/>9/20</p> | <p><b>NO CLASS - CANCELLED</b></p> <p><b>PRESIDENT INAUGURATION</b></p>   | <p>—</p> | <p>Readings on empathizing with your audience:</p> <p><i>SALON</i>: <u>“Journalism Needs An Audience To Survive, but isn’t sure how to earn its loyalty partner”</u></p> <p><i>Columbia Journalism Review</i>: <u>“The Audience In The Mind’s Eye: How Journalists Imagine Their Readers”</u></p> <p>API: <u>“The empathetic newsroom: How journalists can better cover neglected communities”</u></p> <p>Knight Foundation: <u>“WHY DIVERSE ONLINE COMMUNITIES DON’T TRUST JOURNALISTS AND SEVEN WAYS TO FIX IT”</u></p> <p>Knight Foundation: <u>“How Black Twitter and other social media communities interact with mainstream news”</u></p> <p><i>The New York Times</i>: <u>“From the Death Desk: Why Most Obituaries Are Still of White Men”</u></p> <p><i>The New York Times</i>: <u>“Overlooked”</u></p> <p>iJNET: <u>“How to handle gender identity reporting”</u></p> |

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| <p>Week 5<br/>9/27</p> | <p><b>SPEAKER: N’JERI EATON<br/>DIRECTOR OF AUDIENCE AND<br/>PROGRAMMING, NPR</b></p> <p><b>Topic:</b> Who is your audience? Who are you trying to reach and why?</p> <p>LECTURE:<br/>One of the many ways storytelling is changing is a greater focus on including voices and perspectives that were once considered unimportant. Is this just a trend? Or is covering stories of the most marginalized here to stay?</p> <p>And are these voices being heard in an accurate way?</p> <p>Examples of media missteps:<br/><i>Columbia Journalism Review:</i> “NYT’s botched boba story stereotyped Asian culture” / <i>Final New York Times version</i> / <i>Extensive revisions made</i> after online uproar</p> <p>Interpreting police jargon:<br/>“Copspeak: When Black Children Suddenly Become ‘Juveniles’”</p> <p><i>Brown Daily Herald:</i> “<u>University faces criticism for journalism syllabus</u>”</p> <p>FAIR: “<u>NBC News’ Breezy Whitewash of White Supremacist Group</u>”</p> <p>IN-CLASS DISCUSSION:<br/>Questions: Who are your stories about? Who tends to get reported on and who gets reported to? How might an awareness of society’s structural biases and your own privileges change the way you interact with an interviewee? There is no generic reader, so who is your story for? Are you taking</p> | <p>—</p> | <p>Readings and viewings on understanding privilege:</p> <p><b>(Video): <u>What is Privilege?</u></b></p> <p><b>YouTube: <u>Life of Privilege Explained (video)</u></b></p> <p><b>HuffPost: “<u>Late Toni Morrison Calling out reporter for powerfully racist question</u>”</b></p> <p><b>BuzzFeed: “<u>José vs. Joe: Who Gets a Job?</u>” (Video: 1 min)</b></p> <p><b>BuzzFeed: “<u>How Privileged Are You?</u>” (Test)</b></p> <p><b>Peggy McIntosh: “<u>White Privilege: Unpacking the Invisible Knapsack</u>” (PDF)</b></p> <p><b>Also: “<u>The Male Privilege Checklist</u>” (PDF)</b></p> <p><b>The Guardian: “<u>Me Too founder Tarana Burke: ‘You have to use your privilege to serve other people’</u>”</b></p> <p><b>Harvard Business Review: “<u>Upper Class Male Privilege in Hiring</u>” (Video: 2 min)</b></p> |

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|                        | <p>your entire audience into consideration?</p> <p>Have you reached out to subjects who are different from yourself (ethnically, culturally, gender wise, etc.)? Can you think of groups who are commonly reported on but not commonly reported to? Can you think of groups who are commonly reported to but not commonly reported on? How does your identity or background help or hinder your access to sources and information? How does your own background make certain aspects of reality easier or harder to see?</p>  |          |   |
| <p>Week 6<br/>10/4</p> | <p><b>GUEST SPEAKERS: EMILY BEST SEED &amp; SPARK + SCOTTY CROWE</b></p> <p><b>Topics: bias + privilege</b></p> <p><b>EMILY BEST TO DISCUSS --</b><br/>Interrogating our own biases</p> <p>Women and girls, ethnic minorities, LGBTQ people, older people, people with disabilities and others face systemic biases in contemporary society. We'll look at some statistics and go over points touched on in the readings.</p> <p>We'll look at the Prejudice Magnet, writer Keith Boykin's take on how prejudice shapes perception and knowledge, as well as how social media algorithms reinforce our existing biases.</p> <p><b>POTENTIAL DISCUSSION:</b><br/>Through our work as journalists, we can shine a light on stories of individual and systemic injustice. But how can we balance our efforts to remedy injustice with our desire to tell stories in a credible, unbiased way?</p> <p>Ronan Farrow's 2017 exposé of Harvey Weinstein's decades-long abuse of women in the</p> | <p>—</p> | <p>Readings and viewings on understanding systemic discrimination:</p> <p><b><u>The Guardian: "When Newsrooms are dominated by white people they Miss Crucial Facts"</u></b></p> <p><b><u>Harvard Business Review: "Why Your Diversity Program May Be Helping Women but Not Minorities (or Vice Versa)"</u></b></p> <p><b><u>Harvard Business Review: "Diversity Policies Rarely Make Companies Fairer, and They Feel Threatening to White Men"</u></b></p> <p><b><u>Harvard Business Review: "Diversity Doesn't Stick Without Inclusion"</u></b></p> <p><b><u>Barron's: "How Diversity is Good for Business"</u></b></p> <p><b><u>Peggy McIntosh: What's Niceness Got to Do With It? (TED Talk Video: 19 min)</u></b></p> <p><b><u>FAIR: Use of Race-Based Standards for the Word "Terrorism" (Article)</u></b></p> <p><b><u>CNN: "Decoding the 'dog whistle' politics of Trump and Clinton" (Article)</u></b></p> |

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| <p>entertainment industry raised serious questions about sexual harassment in the workplace — which we will address in more depth next week — as well as why the story had not been reported before. (It is interesting to note that NBC initially tried to kill the story, forcing Farrow to publish in <i>The New Yorker</i>.)</p> <p>How are the industry’s own biases keeping journalists from telling important stories? How are our own individual biases keeping us from seeing important stories? How can we better empathize with our audience? What can we as journalists do to break outside our social media and real-life network filter bubbles?</p> <p>**</p> <p><b>SCOTTY CROWE SPEAKER AND ADVOCATE TO DISCUSS-</b><br/>Understanding privilege</p> <p>Using privilege to help others:<br/>Some examples: Tarana Burke, White Nonsense Roundup, etc.</p> <p>Joy DeGruy, Ph.D.: <u><a href="#">Using Privilege for Good</a></u> (Video: 4 min)</p> <p>ASAP Science: <u><a href="#">The Privilege Checklist</a></u> (Video: 4 min)</p> <p><i>Harvard Business Review</i>: <u><a href="#">Upper Class Male Privilege in Hiring</a></u> (Video: 2 min)</p> <p>IN-CLASS DISCUSSION:<br/>How does your privilege help you as a journalist? Does it get you interviews? How can you use your privilege to help others?</p> <p>Although some of us have experienced, or will experience, various forms of systemic</p> |  | <p><b>Jane Elliott Shows Students <u><a href="#">What Racism Feels Like</a></u> (Long Video: 28 min / <u><a href="#">Short Video</a></u>: 5 min)</b></p> <p><b>Kenji Yoshino, New York University, on <u><a href="#">“Covering” and Including Straight White Men in the Diversity Paradigm</a></u> (Video: 7 min)</b></p> <p>Reading and viewing on sexual harassment and gender discrimination:</p> <p><b>Women’s Media Center (a report): <u><a href="#">“The Status of Women in Media”</a></u></b></p> <p><b>CNN: <u><a href="#">“The Morning Show trailer previews the drama behind daytime TV”</a></u></b></p> <p><b><i>Vanity Fair</i>: <u><a href="#">“Can Susan Zirinsky Save CBS News?”</a></u></b></p> <p><b>CJR: <u><a href="#">“The cost of reporting while female”</a></u></b></p> <p><b><i>The New York Times</i>: <u><a href="#">“What We Lose When We Lose Female Reporters”</a></u></b></p> <p><b><i>The Atlantic</i>: <u><a href="#">“I Spent Two Years Trying to Fix the Gender Imbalance in My Stories”</a></u></b></p> <p><b><i>The New York Times</i>: <u><a href="#">“If Only Quoting Women Were Enough”</a></u></b></p> <p><b><i>Harvard Business Review</i>: <u><a href="#">“Why So Few ‘Diversity Candidates’ Are Hired”</a></u> (Video: 2 min)</b></p> <p><b><i>Harvard Business Review</i>: <u><a href="#">“Women and Minorities Are Penalized for Promoting Diversity”</a></u></b></p> <p><b><i>The New York Times</i>: <u><a href="#">“Picture a Leader. Is She a Woman?”</a></u></b></p> |
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|                         | <p>discrimination in the workplace, all of us are members of at least one class of people with privileges others do not share. We'll discuss the readings and the idea of privilege, using the University of San Francisco's "Know Your Privilege" project as a framework.</p> <p>What are some privileges you enjoy that others may not? How can they be helpful in your journalism career? On the flip side, how might your privileges hinder your ability to report certain stories?</p> <p>As future media leaders, what are some ways you might hope to use your understanding of privilege to make a positive impact in the workplace? What about when you're an entry-level reporter? What about when you're in a position to make hiring decisions?</p> |  |   |
| <p>Week 7<br/>10/11</p> | <p><b>GUEST SPEAKERS:<br/>ALEX HANNIBAL + SEAN HOUSTON<br/>CNN</b></p> <p>Potential topic: <b>Understanding systemic discrimination and how it relates to storytelling</b></p> <p><b>POTENTIAL LECTURE:</b><br/>Even in 2019, U.S. newsrooms still don't usually reflect the racial and ethnic diversity of the communities that we cover. We'll also look at some statistics and go over points touched on in the readings.</p> <p>What is the difference between diversity and inclusion? Can you think of some instances where you experienced one and not the other? Are you making unfair assumptions about or</p>   |  | <p><b>Assignment – Due on Week 8</b></p> <p><b>REFLECTION ESSAY:</b> Looking back on our readings and discussions of privilege and prejudice so far, write an essay of 600-800 words reflecting on what you have learned from hearing or reading about the experiences of people who are in some way different from yourself. This should also include what practical and actionable items can you pursue to keep intersectional parity an active part of your life/work.</p> |

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|                         | <p>characterizations of individuals or groups?</p> <p>As future media leaders, what are some ways you might hope to use your understanding of bias and discrimination to make a positive impact in the workplace? Why is diversity good for business?</p> <p>How have media companies been affected by sexual harassment allegations, and what more can we as journalists do to address the problem?</p> <p>What can male journalists do to support female colleagues who face discrimination, harassment, or glass ceilings? Some social critics argue that women are often required to “act like a man” or are rewarded for doing so. How can this be changed?</p> <p>Knowing that systemic bias exists, what are some issues that you expect to encounter on the job? How does gender biases affect the way women and men present themselves in cover letters, resumes, and interviews, and on the job? What can we do to reduce gender bias in our stories?</p> |  |  |
| <p>Week 8<br/>10/18</p> | <p><b>NO CLASS</b><br/><b>FALL RECESS</b></p>   |  | <p><b>Assignment - Due Week 9</b><br/>Look over sample cover letters and resumes posted in Blackboard</p> <p>Readings on crafting cover letters and resumes:</p> <p><b>CNBC’s Make It: “<u>How To Create A Perfect Resume</u>”</b></p> <p><b>RTDNA: “<u>9 Ways to Get Your Resume reel Into the Small Stack</u>”</b></p> <p><b>Indeed: “<u>Resume Format Guide and Tips</u>”</b></p> |

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|                         |  | <p><b>Readings on personal branding and how to choose the right jobs to apply for:</b></p> <p><i><b><u>JSource: “Why Journalists Should Practice Personal Branding”</u></b></i></p> <p><i><b><u>NiemanLab: “Personal Branding Is More Important Than Ever”</u></b></i></p> <p><i><b><u>FORBES: “Why Personal Branding Is More Important Than Ever”</u></b></i></p> <p><i><b><u>Journalist’s Resource: “Journalism branding: Impact on reporters’ personal identities”</u></b></i></p> <p>Other readings may be shared via email or Blackboard.</p>   |
| <p>Week 9<br/>10/25</p> | <p><b>GUEST SPEAKER: DWAYNE CASH<br/>HBO - TBD</b></p> <p><b>Topic:</b> Crafting cover letters, resumes, and preparing your professional/personal brand for prospective employers and job interviews.</p> <p><b>LECTURE AND DISCUSSION:</b><br/>We’ll discuss the examples of cover letters and resumes you reviewed in your homework along with readings around personal branding.</p> <p>How do the cover letters and resumes specifically address the applicant’s achievements and relevant qualifications? What goals and personal brands do they reflect?</p> <p>Why is an achievement-based resume more effective? We’ll also address strategies for translating a typical graduate student’s work experiences and skill set into an effective cover letter and resume for an entry-level job.</p> | <p><b>Assignment – Due on Week 10</b></p> <p><b>JOB and PERSONAL BRAND MEMO:</b><br/>Choose three postings for jobs you may actually qualify for at three different news organizations, and prepare a memo on why you qualify for each posting. Then, using what you have learned from informational interviews and websites like Glassdoor and LinkedIn, describe the pros and cons of working for each organization, and explain why the pros outweigh the cons in your estimation.</p> <p>Then, in 300 to 500 words, try describing your personal brand and how you will use that brand to achieve your professional goals.</p> <p>How is YOUR diversity good for business? How can you use your unique background and skillset to help a company fulfill its business goals?</p> |

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|                         | <p><b>PERSONAL BRAND:</b><br/> It's our hope that the discussions we have had thus far in the semester have helped you sharpen your understanding of the issues that journalists and news organizations face today. With those insights in mind, we'll shift the conversation toward your plan for entering and eventually taking a leadership role in the media marketplace.</p> <p>We will look at successful examples of personal branding, including best practices for social media profiles.</p> <p>We will review what to emphasize in your cover letter and resume — in preparation for your homework assignment — and we will explore the strategy of using informational interviews as a technique to expand your professional network and to learn about careers that interest you.</p> <p><b>JOB INTERVIEWS:</b><br/> What makes for an effective job interview? What should you wear? What should you do if you're asked hard, irrelevant, or inappropriate questions? A job interview is also about finding out whether the company is a match for your professional goals: What questions should you ask, and which should you avoid?</p> <p>As you work on your job applications, remember to ask yourself: What's your plan for getting from your first job to the next one? You don't have to stick to the plan, but it's good to have one to keep yourself on a forward-moving career track.</p> |                           |   |
| <p>Week 10<br/>11/1</p> | <p><b>Topic:</b> Surviving and succeeding in the job interview, Pt. 1</p>   | <p>PERSONAL BRAND AND</p> | <p><b>Assignment – Due on Week 11</b></p> |

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|                          | <p>We'll briefly review the most important points we discussed the previous week but will spend the majority of class conducting short mock interviews for jobs of your choosing. This is required for everyone, and you will all receive feedback from an assigned guest interviewer. You will be asked to participate in a mock interview stand either on this day or next week.</p> <p>You will be graded in part on your interviewers assessment. The order in which students will be asked to be interviewed will not be known, so it is in your best interest to attend class even if you're not interviewing until the following week.</p> <p><b>Guest interviewers: TBA</b></p> | <p>JOB MEMO DUE</p> <p>BE READY FOR IN-CLASS INTERVIEWS</p>  | <p>Prepare a COVER LETTER, RESUME, AND LINKEDIN PROFILE for a specific job</p>   |
| <p>Week 11<br/>11/8</p>  | <p><b>Topic:</b> Surviving and succeeding in the job interview, Pt. 2</p> <p>We will continue conducting job interviews with guest interviewees. Be prepared to participate and be graded on your interviews from guests interviewers who will evaluate your interviews and give you feedback in real time.</p> <p><b>Guest interviewers: TBA</b></p>   | <p>COVER LETTER, RESUME, AND LINKEDIN PROFILE DUE</p> <p>REVISED PERSONAL BRAND AND JOB MEMO DUE</p> <p>BE READY FOR IN-CLASS INTERVIEWS</p> | <p>—</p>   |
| <p>Week 12<br/>11/15</p> | <p><b>GUEST SPEAKER: TIFFANY BENDER (CONDE NAST)</b></p> <p><b>SKYPE WITH JAMELE HILL - TBD</b></p> <p><b>LECTURE ON HOW TO MAKE THE MOST OF A JOB:</b><br/>Questions to ask yourself through various stages of your career: Are you being held to the same standard as others? If not, is it a higher or a lower standard? Are you consistently being placed on assignments that take your interests and talents into</p>  |  | <p><b>Assignment – Due on Week 13</b></p> <p>REVISE COVER LETTER, RESUME, AND LINKEDIN PROFILE</p> <p><b>Readings on taking a leadership role in your future newsroom:</b></p> <p>Readings will be shared via email or Blackboard.</p> |

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|                          | <p>consideration and where you have an opportunity to succeed? If not, can you use the available opportunity to get a step closer? How?</p> <p>If not being consistently placed on assignments that take your interests and talents into consideration, are you able to use the opportunity to build a foundation for a future opportunity?</p> <p>Am I in a position to help increase diversity and inclusion at my organization?</p> <p>How can we improve hiring, promotion, retention, and quality of life for women, people of color, and LGBTQ people at news organizations?</p>  |   |          |
| <p>Week 13<br/>11/22</p> | <p><b>Topic:</b> Taking a leadership role in your future newsroom or media company.</p> <p>How will you continue to serve the industry and protect your integrity in and out of the field?</p> <p><b>LECTURE:</b><br/>How to use sites like Glassdoor, Salary.com, and Paycheckcity.com to conduct salary research and confidently ask for what you deserve.</p> <p><b>IN-CLASS DISCUSSION:</b><br/>We'll discuss salary negotiations and contracts: If you've gotten the job, you may be asked for your salary requirements. For many job candidates, this is a challenging moment because you don't want to ask for too much or offer a number that is too low. What are the best ways of handling the salary question?</p> <p>As you prepare for your careers as media leaders, we'll discuss how you might envision improving</p> | <p>REVISED<br/>COVER<br/>LETTER,<br/>RESUME, AND<br/>LINKEDIN<br/>PROFILE DUE</p> | <p>—</p> |

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|  | <p>conditions for journalists and for journalism as a whole.</p> <p><b>PANEL DISCUSSION:</b></p> <p><b>SEAN HOUSTON and ALEXANDRA HANNIBAL (CNN)</b></p> <p><b>NICOLE TOSSOU (SPRINGHILL)</b></p> <p><b>SARAY GUIDETTI (SUPERGIRL, PRODUCER/DIRECTOR DOCS)</b></p> <p><b>LILLY WORKNEH + MARISSA (BLAVITY)</b></p> <p><b>TRANS WOMAN</b></p> <p><b>DAVID YI (VERY GOOD LIGHT)</b></p> |  |   |
| <p>Week 14<br/>11/29</p>                               | <p><b>NO CLASS</b><br/>[Thanksgiving Break: Wednesday – Wednesday, November 27-December 1]</p>  |  |   |
| <p>Week 15<br/>12/6</p>                                | <p><b>LAST CLASS</b></p> <p><b>Special guest speakers: JAY ELLIS &amp; AARON BERGMAN</b></p> <p><b>VERNA MYERS (NETFLIX) &amp; WADE DAVIS (NETFLIX -- SPEAKER AND ADVOCATE) - TBD</b></p> <p>Course Evaluations (in-class)<br/>MS Final Survey (in-class)</p>   |  | — |
| <p><b>FINAL EXAMS</b><br/>Date: 12/6,<br/>2-4 p.m.</p> | <p>Revised Final Projects Due</p> <p>Summative Experience</p>   |  |   |

## IX. Policies and Procedures

### Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from

the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism 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](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](https://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](https://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](https://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](https://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://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.

## **X. About Your Instructor**

Sarah Springer is an Emmy-nominated producer, documentary filmmaker and journalist. She started her career at CNN where she reported stories about race and identity in America with Soledad O'Brien's In America series and has since worked as a producer for ABC's Good Morning America, CBS Evening News, 60 Minutes and VICE Media. Additionally, she oversaw creative direction and production for immersive, branded and linear series for RYOT Media in New York and Los Angeles.

Currently, she lives in Los Angeles and is working as a Creative Director and Producer in unscripted and scripted development for production companies and labs on the east and west coasts. She was recently voted one of the top 28 most powerful black people in media by Blavity, is on the leadership council for an organization made up of over 117 leaders in media. She hopes to promote inclusion in the media space through the organization she co-founded, Advocates for Inclusion in Media, that works to create safe environments, community and advocacy for underrepresented people in the industry.

