



JOUR 205: Journalism Practicum **1-2 units**

Fall 2020 – No formal course meetings. Each student will have two 1:1 meetings with the instructor during the semester.

Section: 21040D

Location: Online

Instructor: Melissa Batchelor Warnke

Office: Online

Office Hours: By appointment

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, advertising and a host of other industries.

In your internships, you will learn about the workflow of your respective professions. Professional practices across these industries are constantly changing. 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 time pursuing your internship, so the classroom work is limited. Across the course of the semester, you will produce eight short blog posts on your internship experience. You will also have two 1:1 check-ins with your instructor. The final is an 800 - 1000 word paper on your internship experience. More information about these assignments & check-ins will be shared via Blackboard.

II. Student Learning Outcomes

By the end of the semester, you will be able to describe an industry 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. Course Notes

This course is credit / no credit.

IV. Description and Assessment of Assignments

Eight short blog posts: The weekly post should be 150-200 words, uploaded to Blackboard under “assignments.” More information about these blog posts will be shared via Blackboard.

Two 1:1 check-ins with instructor: One will take place at the beginning of the semester and one will take place around the middle of the semester. More information about these check-ins will be shared via Blackboard.

Final paper: The final paper should be 800 - 1000 words, uploaded to Blackboard under “Final.” The paper should describe what you learned about the organization you interned with and what you learned about yourself through this experience. More information about these check-ins will be shared via Blackboard.

V. Grading

a. Breakdown of Grade

| Assignment | % of Grade |
|--------------------------------------|-------------|
| Weekly posts (8) & 1:1 check-ins (2) | 50% |
| Final paper | 50% |
| TOTAL | 100% |

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

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

Journalism

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

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

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

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

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

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

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.

- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

d. Grading Timeline

Your work will be graded within seven days (one week) of when it is submitted.

VI. Assignment Rubrics

Not applicable to this course.

VII. Assignment Submission Policy

Late work will be accepted but will drop a full letter grade for each day it is late. Missing work and work submitted after one week of the due date will receive an F.

VIII. Required Readings and Supplementary Materials

There will be 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.

IX. 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.

X. Add/Drop Dates for Session 001 (13 weeks: 8/17/20 – 11/13/20)

Friday, September 4: Last day to register and add classes for Session 001

Friday, September 4: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 4: Last day to drop a class and receive a refund to avoid a mark of “W” on student record and STARS report

Friday, September 4: Last day to purchase or waive tuition refund insurance for fall

Friday, October 2: Last day to drop a course without a mark of “W” on the transcript only. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Friday, October 2: Last day to change a Pass/No Pass course to letter grade

Friday, November 6: Last day to drop a class with a mark of “W” for Session 001

XI. Course Schedule: A Weekly Breakdown

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

| | Topics/Daily Activities | Readings and Homework | Deliverable/Due Dates |
|--|-------------------------|--|--|
| Week 1 Dates: 8/17-8/21 | | Readings TBA. Schedule 1:1 meeting with your instructor. (Instructions will be shared via Bb.) | Research your company and how it fits into the broader industry. |

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|--|--|---|---|
| Week 2 Dates: 8/24-8/28 | | Readings TBA. Continue setting up your internship and researching the company and industry. | Your first 1:1 meeting with your instructor must be scheduled & completed by Friday, Aug 28, 9 a.m. |
| Week 3 Dates: 8/31-9/4 | | Finish researching your company. Write Post #1. (Instructions will be shared via Bb.) | Post #1 is due on Mon., Aug. 31, 9 a.m. It should describe your company and how it fits into the industry, your responsibilities, your immediate supervisor and other team members, and your internship schedule. |
| Week 4 Dates: 9/7-9/11 | | None. | Labor Day: Monday, September 7. No assignment this week. |
| Week 5 Dates: 9/14-9/18 | | Write Post #2. (Instructions will be shared via Bb.) | Post #2 is due on Mon., Sept. 14, 9 a.m. |
| Week 6 Dates: 9/21-9/25 | | Write Post #3. (Instructions will be shared via Bb.) | Post #3 is due on Mon., Sept. 21, 9 a.m. |
| Week 7 Dates: 9/28-10/2 | | Schedule 1:1 meeting with your instructor. Write Post #4. (Instructions will be shared via Bb.) | Post #4 is due on Mon., Sept. 28, 9 a.m. |
| Week 8 Dates: 10/5-10/9 | | No writing due this week. Meet with your instructor. | Your second 1:1 meeting with your instructor must be scheduled & completed by Friday, Oct. 9, 9 a.m. |
| Week 9 Dates: 10/12-10/16 | | Write Post #5. (Instructions will be shared via Bb.) | Post #5 is due on Mon., Oct. 12, 9 a.m. |
| Week 10 Dates: 10/19-10/23 | | Write Post #6. (Instructions will be shared via Bb.) | Post #6 is due on Mon., Oct. 19, 9 a.m. |
| Week 11 Dates: 10/26-10/30 | | Write Post #7. (Instructions will be shared via Bb.) | Post #7 is due on Mon., Oct. 26, 9 a.m. |
| Week 12 Dates: 11/2-11/6 | | Write Post #8. (Instructions will be shared via Bb.) | Post #8 is due on Mon., Nov. 2, 9 a.m. |
| Week 13 Dates: 11/9-11/13 | | Work on final paper. Submit course evaluation. (Instructions will be shared via Bb.) | Course evaluations must be completed by Fri., Nov. 13, 9 a.m. |
| FINAL EXAM PERIOD Dates: 11/17-11/24 | | Write & submit final paper. | Final paper is due by Tues., Nov. 24, 9 a.m. |

XII. Policies and Procedures

Communication

If you have any questions, concerns, or would like to set up a meeting, please write Melissa at melissabatchelorwarnke@gmail.com and she will reply at her earliest availability.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards” 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, 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

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by 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. The university

also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, 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

uscsa.usc.edu

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.

XIII. About Your Instructor

Melissa Batchelor Wanke is a writer living in Los Angeles. Her work is focused on gender, power, and pop culture.

Melissa has been a contributing opinion writer for the Los Angeles Times since 2016. Her writing has also appeared in the Washington Post, the San Francisco Chronicle, Vanity Fair, The Nation, The New Republic, Architectural

Digest, Glamour, InStyle, Town & Country, U.S. News & World Report, Pacific Standard, VICE, Vox, Longreads, Atlas Obscura, The Rumpus, Refinery29, and other outlets.

Melissa studied political theory and Africana studies at the University of Virginia; took a master's degree in investigative reporting from UC Berkeley, which she attended on a Dean's Merit fellowship and where she received the Randy Shilts Memorial Award for Exceptional Reporting; and was a Fulbright scholar in Rwanda.

Melissa is dedicated to helping teenagers develop in their own expression (Camp Cadi & WriteGirl forever). She is a recreational freediver.