USCAnnenberg

JOUR 307 Writing and Reporting II
3 Units

Fall 2020 – Mondays – 2:30-5 pm
Section: 21101D
Location: Online

Instructor: Tina Patel Mahoney
Office Hours: By appointment

Instructor: Alan Mittelstaedt
Office hours: By appointment

I. Course Description
JOUR 307: Reporting and Writing II is a continuation of the spring semester's JOUR 207: Reporting and Writing I. You will report, write and produce longer and more sophisticated stories from a Los Angeles community that will serve as your reporting "home" for the length of the semester. (We will discuss and choose the community during the first class). Your reporting will be done remotely, for public health and safety reasons.

In addition, you will learn how to find story ideas, gather information, interview people and write effectively for different types of stories across different platforms, including radio and television. The course will integrate other journalism skills and concepts, including news judgment, ethics, diversity, copy editing/AP style and technological competence.

II. Overall Learning Objectives and Assessment
Learning Objectives:
By the end of this course, students will:
- Apply professional standards of news judgment
- Report, write and revise news stories, including features, profiles, news features and analysis that are close to professional standards for content on digital and print platforms
- Report, write, shoot and edit video and audio news stories for radio and television
- Use social media, particularly Twitter, in the gathering, consumption and dissemination of news.
- Apply professional journalistic ethics to real-life situations

Concurrent Enrollment: JOUR 206

III. Description of Assignments
Your assignments in this course are both text and video/audio stories, including a "vox pop," written and video profile story, a feature story and a final longer news feature. Most assignments will include revisions. Students must incorporate instructor revisions into the final version of assignments.
Students will also critique stories from mainstream news organizations and review ethical case studies.

IV. Grading Breakdown:

a. Assignment	Percentage of Grade
Quizzes & Media Critiques	15 percent
Homework Assignments, including drafts	15 percent
Story #1 – Vox pop/text story	10 percent
Story #2 - 750-word profile and 1:00 video profile	15 percent
Story #3 – 1000-word feature story and 1:30 reporter package	20 percent
FINAL Story #4 1200-word news feature and 2:00 reporter package	25 percent
TOTAL	**100 percent**

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
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.

V. Assignment Submission Policy

All stories must include a list of sources (people on your source list must have titles, affiliated organizations, phone numbers and e-mail addresses; websites must have URLs; printed sources must have bibliographic information: author, title of article, name of book, news outlet or publisher).

You will work under deadline pressure on in-class assignments, and homework assignments must be handed in on, or before, deadline. Your text stories and video and audio scripts should be posted to Blackboard in a Word document. Broadcast scripts must be written in the double column format with the narration and sound appearing on the right (all sound bites written out verbatim) with editing cues on the left. All video packages must be submitted to Xchange. Please refer to this Xchange tutorial for submission details: http://www.annenbergdl.org/tutorials/xchange-student/

Do not miss your deadline. Late stories will be dropped a minimum of one full letter grade per day.

All assignments must follow AP style. Points will be deducted for AP style errors. Do not turn in single source stories unless that is specifically assigned by the instructor. Do not turn in a story for this class that you are also turning in for another class without prior instructor approval.

Under normal circumstances, you would shoot all your own video and would not be allowed to interview friends or family for assignments. We may make exceptions this semester, given the safety concerns and challenges that come with remote reporting. We will discuss as a class.

VI. Revisions
Writing for a publication, broadcast or online outlet involves writing, rewriting and rewriting again. You will be asked to revise stories until they are polished and publishable as professional work. When you submit a story, your student colleague will edit it and provide feedback. In making revisions, you will be expected to go beyond "cosmetic" corrections (e.g., fixing typos or spelling errors). Your rewrite should fundamentally improve your story; it may require additional reporting.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit http://bit.ly/SubmitAnnenbergMedia for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch your work to the campus newspaper.

VII. News Consumption and Knowledge of Current Events:
As journalists, it is crucial for you to keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. You should read The New York Times, the Los Angeles Times, and The Washington Post. Keep up with campus news by reading the Daily Trojan and checking annenbergmedia.com. Students should listen to NPR and news radio stations and watch local and national news on television. Develop a list of other news sources you check daily and sign up for email newsletters and push alerts. Follow news organizations on Twitter, Instagram and Snapchat.
By following the news media, you will sharpen your news senses, and you will learn from good (and perhaps bad) examples of journalism. There will be news quizzes to check your news consumption habits.

VIII. Required Readings and Supplementary Materials
Title: News Now, Visual Storytelling in the Digital Age. Authors: The Cronkite Team: Susan C. Green, Mark J. Lodato, Carol B. Schwalbe, B. William Silcock. Publisher: Pearson Education. ISBN-13: 978-0205-69591-1

Title: Reporting Inequality: Tools and Methods for Covering Race and Ethnicity. Authors: Sally Lehrman and Venise Wagner. Publisher: Routledge. ISBN-978-1-138-84988-4 (digital copy of this text will be provided)

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
Week 1 / August 17
Review syllabus and expectations, including Zoom etiquette and respectful discussions. Review basics of journalism, state of media, reporting safety, and newsworthiness. What's important to your audience? Discuss and decide the community the class will report on for the semester.

Review writing a hard news text brief. How is hard news different from a feature? Learning about broadcast for radio and TV. Broadcast writing basics. Short sentences, action verbs and writing for the ear. How different stories work in different formats – VO, VSV, etc.

In class: Students will write a hard news text brief from an assigned fact sheet. This is a diagnostic exercise. Students will write broadcast leads and review together.

Homework: Broadcast leads. Write 10 broadcast leads from material supplied by instructors.   Due next week.
Readings: News Now, chapter 1
Pew State of the Media https://www.pewresearch.org/fact-tank/2019/07/23/key-takeaways-state-of-the-news-media-2018/
https://www.theatlantic.com/video/index/375688/how-is-social-media-changing-journalism/ Annenberg Media social media guidelines https://goo.gl/wNrQzJ

Week 2 -- August 24
Due: Broadcast leads
Learning about a community. How do you find out who's who in a community? Sourcing: How do you know who to talk to? How many sources are enough? Review attribution. Using social media to identify sources

Broadcast: Vox pop and MOS basics. Review how to do vox pops
https://www.youtube.com/watch?v=z5BeaGr5SDk Radio Rookies https://ww2.kqed.org/education/vox-pop-curriculum/ KQED Vox Pops

In Class Assignment: In an in-class exercise, we use Twitter, Instagram and Facebook, search for groups by using your community's name and following leaders and organizations whose contact information is often linked to city social media sites.

Homework: You will collect, write and edit audio "vox pops" from community members about the biggest problems they face. You will write an introduction for an audio script and edit your vox pops. You must have full names for all participants interviewed and interview a minimum of five people. Include at least three voices in the

final vox pop. You will also write a 500-word description of the problems you're hearing about from the community. Due next week. You must upload the completed audio to Exchange and Blackboard and the script to Blackboard.
Readings: News Now, Chapter 2.
Reporting Inequality: Chapters 6
Handout on vox pops from Professor Willa Seidenberg http://resources.uscannenbergmedia.com/2016/08/the-what-why-and-how-of-vox-pops/

Week 3 – August 31
Due: Vox pop/mini-text description stories
Story Pitches, nut grafs and vos Review vox pop stories. What's hard about asking people for interviews? What's different with different kinds of interviews? How do you pitch stories and find new angles?

Nut grafs. What's important about this story for your audience?
In class: Find the "nut grafs" in stories
In class: story pitches. How do you go from a general topic – "housing" – to a specific story with a fresh news angle? What makes a good video story, and how is that different from a text only story?

In-class: Practice VO and writing to picture

Homework: Research a feature story from the community for a 750-word feature/VSV. Due next week: pitch for feature story.
Readings :   News Now, Chapter 5 (Interviewing) and Chapter 7 (Writing for Broadcast)
Readings: Reporting Inequality: Chapter 7

Week 4 -- Labor Day – No Class

Week 5 – September 14
Due: story #2 feature pitch
Review copy editing. Structuring a feature story. In class: Copy editing practice

Interviewing and finding sources, taking notes, observations. In class: Interviewing practice in class.

Broadcast: What makes a good soundbite in tv or radio? Setting up an interview, writing in and out of sound

Homework : work on your story #2 feature/VSV. Draft is due next week.
Readings: News Now, pp 33 (video sequences) Chapter 3 and Chapter 6

Week 6 -- September 21
Due: Story #2 Feature draft
Premiere editing training (45 minutes in class)

Profiles – text and video. What makes someone newsworthy? In class:. Research people for a profile and share with class. Peer feedback.

Homework: Finish your Story #2 feature story/VSV.
Readings: News Now, chapter 13
https://medium.com/trust-media-and-democracy/americans-are-losing-faith-in-an-objective-media-a-new-gallupknight-study-explores-why-8bc87139648e

Week 7 -- September 28
Due: Story #2 feature story/VSV. Watch VSV in class.
Diversity. Reviewing the Fault Lines method for sources and stories.

Homework: Come up with Story #3 profile pitch. Create a list of diverse sources from your community. Consider a wide variety of diversity. Write three paragraphs. How has the community you're covering been covered in the past? What gaps exist in coverage? What intersectionality exists in this (and all) communities? How do you cover this community as a reporter?
Readings: News Now, pp. 35-38

Week 8 – October 5
Due: Story #3 Profile pitch is due today and diversity written assignment
Broadcast: Reporter packages. What goes into a reporter package? How is it different from a VSV? Adding reporter track to your story

Homework: Draft for story #3. 1,000-word profile and 1:30 reporter package.

Week 9 – October 12
Due: Draft of your Story #3 profile. Review in class
Second-day stories, sidebars and localizing national stories

Homework: Story #3 profile due next week. 1,000-word profile and 1:30 reporter package.
Readings: Tomkins, Write from the Heart (handout)

Week 10 -- October 19
Due: Story #3 profile is due today.
Building trust with an audience.

Broadcast: Reporter standups and visual storytelling

Homework: Ethical case studies. More details from instructors.
Readings: News Now, Chapter 12
https://www.cjr.org/the_media_today/trust-in-media-down.php https://www.niemanlab.org/2018/10/heres-how-much-americans-trust-38-major-news-organizations-hint-not-allthat-much/
https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2019-06/DNR_2019_FINAL_0.pdf pp 10 – 30
https://medium.com/trusting-news/what-would-happen-if-every-journalist-defined-their-mission-e85738df31dd

Week 11 – October 26
Due: Ethical case studies
Solutions Journalism – looking at news coverage through a different lens, and trying to provided answers for communities.

Homework: Final story pitch for your final story, a 1,200-word news feature and reporter package. This is a story about an issue or news event that goes beyond event coverage. It should advance a story or break news. You have the option to look at a "solutions" story
Readings: News Now 35-38
https://thewholestory.solutionsjournalism.org/how-a-tweet-and-a-leap-of-faith-led-to-a-solutions-journalism-class -focused-on-metoo-f70340509b5a

Week 12 – November 2
Due: Pitch for final story #4, which will be approved in class
Broadcast: Live video and live shots

Homework: Draft for final story #4.

Week 13 -- November 9
Due: Draft for final story #4

In class: Fill out course evaluations. You will also provide feedback on the following questions: What is one activity/reading that best facilitated your learning, and why? What is one activity/reading that was least useful to your learning, and how would you change it?

Homework: Finish your final story #4.

FINAL EXAM / Friday November 20, 2-4

Important note to students: *This syllabus is subject to change based on the progress of the class, news events, and/or guest speaker availability.*

XII. Policies and Procedures
Additional Policies
You must use Blackboard and Exchange for your assignments. You must check your USC email regularly.

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
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 Instructors

Tina Patel Mahoney is a reporter for KCBS-TV and KCAL-TV in Los Angeles. She has worked as a reporter and anchor for local television stations in Seattle, Las Vegas and Palm Springs. She also helped launch news operations in San Bernardino, CA and Wichita Falls, TX, and served as the news director for a television station in the U.S. Virgin Islands. A New Jersey native, Tina graduated from USC with bachelor's degrees in broadcast journalism and international relations.

Alan Mittelstaedt started as an adjunct instructor in 2003 and joined the full-time faculty in Fall 2000 to help manage Annenberg Digital News, which produced Neon Tommy, the forerunner of uscannenbergmedia.com. He was news editor at Los Angeles' alt-weeklies, including seven years at the L.A. Weekly, and has worked at mainstream newspapers. He was city editor at the Portland (Maine) Press Herald and Pasadena Star-News. He'll spend much of this semester in the media center, coaching graduate students and working with the investigative and politics desks.