



JOUR 500: Introduction to Newswriting and English-Language Reporting 2 Units

Spring 2020 – Mondays – 6-7:50 p.m.

Section: 21109D

Location: Online

Instructor: Gary Cohn

Course Description

The goals of the Annenberg School of Journalism are to sharpen your writing, reporting, and critical thinking skills, as well as teach you about news values/judgment/ ethics, and how to accurately report and write about our diverse world *on deadline*. Our curriculum begins with newswriting. We believe students should begin with learning about what makes a story newsworthy, what elements should be included in basic news stories, which questions should be asked, and which multimedia elements, if any, should be included.

This instructor is committed to valuing the identities and voices of all students, particularly those students from historically marginalized and vulnerable groups. I hope we will all hold each other accountable for ensuring an inclusive learning environment during these challenging times.

Overall Learning Objectives and Assessment

By the end of this course you should have the skills to cover a basic news story about news events on deadline for text (1,000 to 1,500 words) and digital platforms in a clear, concise, accurate, engaging and fair manner. These skills will include social media best practices (tweeting, posting and using the “stories” format), basic photography and other visual journalism skills, reporting and writing. You also will learn the fundamentals of journalism ethics, covering a diverse society, pitching news stories and creating a social media presence as a reporter.

Description of Assignments

You are expected to come to our Zoom class on time, prepared (i.e., having done your readings and homework assignments), and ready to discuss various news-related topics.

We will work hard to make sure you understand the concepts covered in class, including the importance of strong writing and reporting and various multimedia tools. At the beginning of the semester, the basics of news judgment, and writing news leads, briefs and short stories will be emphasized. Eventually, we will concentrate on how to cover specific types of news stories.

Sources play a huge role in the professional life of successful journalists. They tip us to stories and provide continuing background on important events. You will be required to develop a list of at least 15 sources by the end of the semester. You should make a point to talk to at least two of them every week, and add a source nearly every week.

All homework assignments should be turned in to the instructor via email as a word document. Unless otherwise noted, all assignments are due no later than one week after they are assigned – that is, they are due before the next class session. Sometimes, deadlines will be even tighter. Your edited homework and in-class assignments will

be returned within a week, if not sooner, and your instructor will hold individual conferences with each student by phone or Zoom to discuss his or her work and progress.

Each student must write a catchy headline that captures the essence of your story for every non-factsheet piece produced. Each student must file at least one tweet during the reporting of every story. The hashtag is #ascj. Each student should strive to shoot at least one photo for every assignment, though this part of the assignment will be modified to ensure student safety during the Covid-19 pandemic.

Each student is required to complete two online learning modules. The first is about AP Style, and must be completed by Week 6. The second is Grammar, Punctuation and Spelling, and must be completed by Week 15. A one-hour in-class GSP test will be given on the last day of class during Week 15. Students must pass the GSP test to continue in the graduate program.

Each student will be in charge of leading a class discussion on the week's readings. You also can discuss news events or even write a news quiz. We'll have sign-ups on the first day of class.

Grading

a. Breakdown of Grade

Assignment	% of Grade
Weekly Writing Assignments	45%
Class Participation	10%
Quizzes, In-class Assignments, Other Homework	10%
Source List	10%
Final (including story pitch)	25%
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

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.

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.
- B. Assignments must be emailed to your instructor at garycohn@usc.edu

Required Readings and Supplementary Materials

“Inside Reporting: A Practical Guide to the Craft of Journalism,” (2017) by Tim Harrower. Third Edition. McGraw-Hill. (www.mhhe.com/harrower1), 352 pages.

2020 AP Stylebook: (https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/) **NOTE: USC STUDENTS HAVE FREE ONLINE ACCESS. CLICK LINK**
Please make sure you have access to the style book during every class for the in-class assignments.

Dictionary: The following online dictionary will be the official reference for in-class assignments, homework, midterms, and finals: Merriam-Webster: www.m-w.com.

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.

Course Notes

This class will meet by Zoom as long as the campus lockdown is in effect. Copies of lecture notes and other material will be posted on Blackboard and emailed to students. Some assignments may be modified to ensure the safety of students during the pandemic and lockdown.

Technological Proficiency

This class will meet by Zoom as long as the campus lockdown is in effect. Student conferences will be held by Zoom or phone.

Add/Drop Dates for Session 001 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

Friday, February 5: Last day to register and add classes for Session 001

Friday, February 5: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 9: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, March 5: Last day to drop a course without a mark of "W" on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, March 5: 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, April 9: 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. .

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Date: 1/18	No Class—Martin Luther King Day, university holiday	Readings before our next class: Harrower, Chapter 1-2, Chapter 3 (Pgs. 35-45)	

<p>Week 2 Date: 1/25</p>	<p>Hard News Leads, Tweets, Photos, Class Blogs, BB, Ethics and Diversity</p> <p>Review Syllabus, copy prep, AP Style (and starting module on Blackboard).</p> <p>The joy and challenge of covering an area as diverse as Southern California.</p> <p>How to write hard news leads (one-sentence 35 words or less).</p> <p>How Tweets can help you narrow the focus of your story; review class hashtag.</p> <p>Take a camera or use your phone camera to take photos for every story you report. (This assignment will be modified to ensure student safety during the pandemic).</p> <p>Ethics: Compare various ethics codes. Using Blackboard and Cohort Blogs.</p> <p>In-class: Diagnostic writing test (not graded); Three hard news leads from fact sheets.</p> <p>Discussion of the importance of using diverse voices and sources in all your work.</p>	<p>Write six hard news leads from fact sheets. You will use these same leads to write your video leads. Do your readings.</p> <p>Start the AP Style module in Blackboard.</p> <p>Begin developing your source list (due Week 15). Though this is due in Week 15, we will be discussing throughout the semester. We will also discuss how to safely identify and cultivate news sources during the pandemic and campus/city lockdown.</p> <p><i>Identify and interview two people from Los Angeles (by Zoom or phone) or the area where you are currently living about a key community issue, and write a short Q&A with one of them (300-500 words). Be prepared to discuss your Q&A on 2/1</i></p> <p>By this class: Harrower, Chapter 1-2, Chapter 3 (Pgs. 35-45);</p> <p>Readings for next class: Harrower, Chapter 7 (Law and Ethics)</p>	
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<p>Week 3 Date: 2/1</p>	<p>Leads, Short News Briefs: Review and discussion of Q&As.</p> <p>Review components of a hard news lead.</p> <p>How to support a hard news lead in the second paragraph of your story.</p> <p>How to write a short news brief (no more than three sentences, one paragraph).</p> <p>The First Amendment, public records, the Freedom of Information Act and access to information – the rights and responsibilities of journalists</p> <p>Ethics -- Who is a journalist vs. those who “commit acts of journalism?”</p> <p>Diversity – The importance of including diverse voices in your reporting and your stories.</p>	<p>Write four hard news briefs from fact sheets</p> <p>Readings: Harrower, Chapter 3 (pgs. 46-63) and Chapter 4</p>	<p>A group reporting exercise will be assigned and will be due before class next week.</p>
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<p>Week 4 Date: 2/8</p>	<p>Discussion of your group reporting exercise.</p> <p>Short stories, nut grafs, speeches, news conferences: How to write short stories (at least 3-5 paragraphs in length).</p> <p>How to write a nut graf; when is a nut graf used?</p> <p>How to cover a speech and news conference.</p> <p>Ethics -- Personal privacy versus public right to know.</p> <p>In-class: An in-class, hard news writing exercise, based on fact sheets to be distributed during class.</p> <p>In-class: Write two short stories about speeches or news conferences from fact sheets and video/ audio available online.</p>	<p>Write up your story from the Group Reporting Exercise (500-800 words) and turn it in with any visuals or multimedia. It is due before class.</p> <p>Interview at least four people (friends and family do not count) about an issue in the news and write a "man/woman-on-the-street" story of about 500 words. Be sure to include basic background about the issue. But only include the best quotes (i.e., you do not necessarily have to use quotes from all people interviewed). Make sure you take or collect photos of each person if possible. One picture of each person should be included with the final draft. Bonus for creating a series of Instagram posts (one per person with set up text, a quote from them and their photo).</p> <p>Reading for next class: Interviewing techniques and strategy -- "Loosening Lips" handout -- will be sent to all students by email</p>	<p>Group Reporting Exercise story due today with multimedia and screenshots of your tweets during the coverage.</p>
<p>Week 5 Date: 2/15</p>	<p>No Class – President's Day – University Holiday</p>	<p>No class, but another group reporting exercise will be assigned. It will be due before class in Week 6.</p>	

<p>Week 6 Date: 2/22</p>	<p>Interviewing, Reporting, Writing Longer Stories, Ethics: Prepping for an interview</p> <p>Research via Web and human sources before sitting down with your subject.</p> <p>The role of email interviews and how to avoid them.</p> <p>Proper use of quotes versus paraphrasing.</p> <p>How to correctly attribute information.</p> <p>Using critical thinking skills to avoid getting spun by sources.</p> <p>Ethical issues, from gaining access to a reluctant interview subject to potential conflicts of interest.</p> <p>Getting all sides of a story; primary sources vs. links.</p> <p>Share SPI Code of Ethics</p> <p>In-class: Conduct research on Mayor Eric Garcetti, Los Angeles issues, etc.</p>	<p>Group Reporting Assignment: All students will join together to try to gauge how the city feels about its Mayor Eric Garcetti. Each student will turn in their own piece (500-800 words) before class next week. Bonus for producing a social media coverage or a digital element that supports your piece. More info TBD.</p> <p>Readings for next class: Harrower, Chapter 5: Pgs. 94-5, 104-111</p>	<p>Your group reporting assignment is due. It should include text, tweets, and photos/graphics.</p> <p>Your AP style modules must be completed before class.</p>
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<p>Week 7 Date: 3/1</p>	<p>Understanding and covering United States Federal, State, Local and hyper-local government (including City Councils): A briefing on how American government works at all levels and how journalists cover those entities.</p> <p>In-class: Students will go online to find various city council agendas and discuss possible stories.</p> <p>With fewer copy editors available, and journalists posting stories directly to the Web, copy must be as clean as possible. We will learn how to edit each other's – and our own – stories in a more efficient manner.</p>	<p>Students are required to attend (online) and tweet about a local city council/ board meeting and develop a local story based on an issue discussed by a city council, board or agency. Story draft (500-800 words) due next week. Final version due in two weeks. This assignment may be modified based on the availability and scheduling of online city council and other local government meetings.</p> <p><u>Begin Grammar, Spelling and Punctuation Module on BB this week.</u></p> <p>Readings for next class: Harrower: Chapter 4, Pgs. 86-87</p>	
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<p>Week 8 Date: 3/8</p>	<p>Covering Police and Crime: Entry-level reporters often find themselves assigned to cover cops as their first job. The industry is changing, but law enforcement and crime remain one of the best teaching grounds to learn the basics of journalism. The cop beat teaches the value of persistence and digging for information to the practice of interviewing and cultivating sources. The cop beat includes spot stories about the latest crimes and in-depth coverage of crime trends, examining policing priorities and profile writing.</p> <p>Brief discussion: Dealing with Numbers Using crime statistics, we will look at how numbers and statistics can be a powerful tool for a reporter. Numbers can also just as easily be misused and misinterpreted. What are the common missteps reporters make in handling data? Mistakes include improper context, drawing inappropriate</p>	<p>Write a story about a crime or crime trend (500-800 words) that involves numbers or stats. Draft due next week. Bonus: an infographic that visualizes any numbers in your story.</p> <p>Readings for next class: Harrower, Chapter 5, Pgs. 104-105</p>	<p>City Council text story due with Multimedia elements.</p>
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<p>Week 9 Date: 3/15</p>	<p>Covering Courts: Review the types of crimes suspects are charged with (misdemeanors and felonies); discuss the different types of felonies (violent vs. non-violent).</p> <p>Review what happens from arrest/citation to arraignment to pre-trial motions to trial to verdict and to sentencing.</p> <p>Review how civil suits differ from criminal cases. Review what happens in a trial from opening statements to closing statements.</p> <p>Review trial checklists (include name of court, judge, suspect and specific charges, etc.) to caveats (do not write about a trial proceeding in chronological order; provide a recap of the trial so far; do not use jargon; describe what happens next).</p> <p>Discussion of court records, how they play a big role in reporting stories, and how to identify and obtain court records, with discussion of specific examples where reporters have used court records to break stories.</p>	<p>Revise your Crime Trend story based on instructor feedback.</p> <p>Court records assignment: Identify a court case in which a Hollywood, sports or political figure (such as the Mayor of Los Angeles, Governor of California or President of the United States) is the plaintiff or defendant and that would make the basis for a good investigative story. Review the court file (online) and write a story proposal, explaining why you chose this case and summarizing some of the leads contained in the court files. Explain how you would use the case, as a starting point, and what other steps you would take to complete this story. Be sure to include the case number and case and be specific when quoting or paraphrasing from court documents. Due before class in two weeks before class on Week 11.</p> <p>Readings for Next class: Harrower, Chapters 6, 8 (Pgs. 178-179)</p>	<p>Draft of crime trend story and infographic due. You will receive feedback for a revised version which is due next week.</p>
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<p>Week 10 Date: 3/22</p>	<p>In-class discussion of court records assignment, and student experiences with the online courthouse records system. Discussion of the First Amendment and access to public records in the United States, and a global perspective on access to records.</p> <p>Prepping for the final project & story Pitches: The subject of your final multimedia project must be approved by your instructor. Each student will schedule a one-on-one phone or Zoom conference with the instructor to discuss.</p> <p>You must provide weekly written reports on the status of your final project to your instructors until it is due on our Final Exam Day.</p> <p>In-Class: How to write story pitches.</p> <p>MediaBistro.com: How to Write a Story Pitch at http://www.mediabistro.com/feature/archives/01/04/19/</p> <p>SpotUs Story Pitch Samples at http://spot.us/stories/unfunded</p>	<p>Develop a multimedia pitch for your final. Guidelines TBD.</p>	<p>Revised Crime Trend Story due with multimedia.</p> <p>Court records assignment due.</p>
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Week 11 Date: 3/29	Final Project Pitches Presented in class	Readings for next class: Harrower, Chapter 4, Pgs. 88-89	Final Project Pitch due.
Week 12 Date: 4/5	Diversity in the Newsroom and in Coverage: What is news coverage diversity and inclusive coverage and why is this crucial.	Look at a piece of journalism – a local news text story or video piece – and examine it for the diversity of voices it contains. Length: 500-800 words	Final Story Project Update due.
Week 13 Date: 4/12	Final Project updates and workshopping of drafts in class.		News analysis and Final Story Project Update due.
Week 14 Date: 4/19	Final project, continued; Editing Yourself; Looking to the MS Program and Summer: Editing your own work. In-class: Every student must provide a brief and clear update on the status of his/her final story, including a discussion of any obstacles encountered and lessons learned.	Continue working on your final project.	Final Story Project Update due.
Week 15 Date: 4/26	Critique First Draft/ Outline of Final Story: Instructor and students will review drafts/outlines of each student's final projects. You will be required to take your GSP test in class.	Source list due today. GSP test.	A draft of your final project is due. Instructor will review, offer suggestions and you will have the opportunity to revise. The final version will be due on the date scheduled for our final examination. Source list due today.

FINAL EXAM Date and Time: 5/10, 7-9 p.m.	Final Story due on final exam day. Discussion: Culminating Experience, including a review of reporting, research, interviewing and writing and the importance of identifying and including diverse sources in your stories. We will also look ahead and discuss the summer immersion class and your plans for continuing as graduate students next fall, and your goals and aspirations for your journalism careers.		
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Policies and Procedures

Policy on attendance -- You will be expected to attend class regularly and be on time for class. If you are sick or have a family or personal emergency, you must send an email (garycohn@usc.edu) or text (310-699-5594). If possible, this notification should be sent prior to the start of class.

Communication – Students are encouraged to contact the instructor outside of class with any questions or to discuss their work and progress. If students cannot meet with the instructor during office hours, students are encouraged to contact the instructor by email to arrange a meeting time. Student conferences and meetings will be held by phone or Zoom as long as the campus lockdown is in place. Emails will be answered within 24 hours.

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 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.symlicity.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 Campus Support and Intervention - (213) 821-4710

campussupport.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://annenbergsuccessfund.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

Pulitzer Prize winner **Gary Cohn** is a longtime investigative reporter. Many of his stories have exposed systemic problems and wrongdoing and resulted in significant reforms. A reporter for more than three decades, Cohn has been teaching undergraduate and graduate courses at USC Annenberg for more than ten years. In summer 2019, Cohn was one of the editors who helped lead Annenberg's groundbreaking Beacon Project, which was aimed at teaching, training and inspiring the next general of investigative journalists.

Cohn has worked for the Los Angeles Times, the Philadelphia Inquirer, the Baltimore Sun, the Lexington (Ky.) Herald-Leader, The Wall Street Journal, Bloomberg News and for columnist Jack Anderson in Washington. He also served for two years as Atwood Professor of Journalism at the University of Alaska at Anchorage.

Cohn won the Pulitzer Prize for investigative reporting in 1998 and was a Pulitzer finalist in 1996 and 2001. His work has received numerous other prestigious journalism awards, including two Selden Ring Awards for investigative journalism, an Investigative Reporters & Editors (IRE) Medal, a George Polk Award for environmental reporting and two Overseas Press Club awards. In October 2020, Cohn and his Annenberg colleague, Eric Pape, were awarded a McGraw Fellowship to investigate the growing influence of the anti-vaccination movement and its implications for people and science in the age of Covid-19.