



## **JOUR 307: Reporting and Writing II**

### **3 Units**

**Spring 2021 – Tuesdays – 9-11:30 a.m.**

**Section:** 21122D

**Location:** Online

**Instructor: Sarah (Favot) Girardot**

**Office:** Online

**Office Hours:** Mondays, 10 a.m. to 12 p.m., and by appointment

**Contact Info:**

**Instructor: Justin Pye**

**Office:** online

**Office Hours:** Tuesdays, 1-3 p.m., and by appointment

**Contact Info:**

### **Course Description**

Welcome to JOUR 307 Reporting and Writing II, a continuation of JOUR 207: Reporting and Writing I. In this semester, you will research, report, write and produce different types of stories across different platforms, including radio and television, around a common theme or beat. We'll explore news judgment, ethics, and the role of accurate, relevant and thorough journalism in a diverse world.

In our initial session, we'll discuss our semester-long theme together as a class and formulate our plan for covering our beat in an interesting and thoughtful way.

### **Student Learning Outcomes**

By the end of this course, you should be able to:

- Apply professional standards of news judgment and ethics to real-life situations.
- Report, write and revise news stories, including features and profiles, that are close to professional standards for digital and print platforms.
- Report, write, shoot and edit video and audio news stories for radio and television that are close to professional standards for digital and broadcast platforms.
- Use diverse sources to create accurate, relevant news stories.
- Use language around race, ethnicity, ability, gender, age, sexuality and gender identity, and socioeconomic status with precision in news stories.
- Evaluate current conflicts, controversies and issues in journalism and reflect on your role as a future practitioner.

**Concurrent Enrollment:** JOUR 206 Reporting and Writing Practicum

## **Description and Assessment of Assignments**

Your assignments are designed to help you develop as a writer, reporter and emerging journalist. They include homework (story pitches, source lists and story drafts, exercises,) cross-platform news stories, student presentations and a reflection paper.

There are four text and three audio/video stories assignments, which increase in complexity as the semester progresses. You should expect to turn in story drafts and revise these based on instructor feedback.

You'll also work with a group on a presentation that explores a current controversy or issue in journalism and facilitate a class discussion about the topic.

At the end of the semester, you will write a brief reflection on what you've learned in the course.

There is a participation grade in this class, which will be evaluated by in-class assignments as well as your constructive feedback during classroom discussion, peer presentations and guest speakers. There will be opportunities for students to participate asynchronously.

## **Course Notes and Policies**

This course will be held via Zoom. We expect you to do much of your reporting using your phone and computer to prioritize safety and safeguard the common good. All of it should follow the public health guidelines in your area.

It's easier to communicate when we can see one another's faces, so we prefer, but do not require, cameras on during class. We will use class time to learn actively, and we ask that you make every effort to stay focused and attentive during class. Feel free to eat or drink (remember to mute your audio,) turn your camera off occasionally or adopt other non-distracting tactics to help you stay present during our class periods.

This class involves robust discussion, in-class assignments and peer review and editing. We believe we can all learn from each other. It's our intention to foster a culture of respect, which includes pronouncing your name correctly and using your chosen pronouns. Please speak up if that's not happening. We will discuss class norms in more detail during the first class session. If you feel the classroom norms are not being followed by your instructors or classmates, you can use this [form](#) to provide anonymous feedback.

Please feel free to reach out with questions about the assignments or general feedback about the class either via email or scheduled Zoom meeting. If you can't make office hours, we can usually work out another time to meet. The best way to reach Professors Girardot and Pye is through email. We will

respond to emails in one business day, and regularly check emails from 9 a.m. – 6 p.m. Monday through Friday.

We expect you to turn your assignments in on time. We'll deduct points for missing deadlines, so please reach out early and often if you're having trouble meeting those deadlines.

Please post your text stories and video and audio scripts to Blackboard in a Word document. Use the template provided for audio/video scripts, a double column format with the narration and sound appearing on the right and visuals on the left. Please write, word for word, everything the reporter and interview subjects say in your audio/video script.

Video stories should be submitted to Xchange. Here's a step-by-step guide on how to do that: <http://www.annenbergdl.org/tutorials/xchange-student/>. If you need help with editing or Xchange, you can visit the MC Help desk during regular business hours at <https://usc.zoom.us/my/mcvideohelp>

Shooting video is challenging during a pandemic. There may be times you can use video shot by someone else for your video stories, but you should discuss that with us in advance. You should also let us know if you're reporting on the same topic for more than one class.

Because this course is about developing your skills as a professional journalist, we're expecting you to interview sources outside of your friends and family. If there are good reasons to include them in your story (and that's definitely possible with the current conditions,) please talk to us about this in advance.

### **Required Readings, Equipment and Supplementary Materials**

We'll expect you to use AP style in all of your assignments. All USC students have access to the AP stylebook via the USC library at this link: [https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc\\_edu/](https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/) and you can also use Amy the Stylebot in the Annenberg Media Slack account.

Please note there are new AP style guidelines about race and ethnicity, which include capitalizing Black and deleting the hyphen in Asian American. The NLGJA Stylebook on LGBTQ Terminology includes more detailed information about accurate coverage of LGBTQ people. There are other useful style guides on Blackboard.

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.

Annenberg is committed to every student's success. There are multiple resources available for students having issues with equipment or technology that limit their ability to participate fully in class. Please reach out to one of us and/or your advisor so we can help connect you with these resources.

There are two required textbooks in the class and there will be readings posted to Blackboard. Please do the readings; they will make you a better journalist and you will be prepared to participate fully in class.

"The Elements of Journalism," Bill Kovach and Tom Rosenstiel.  
Crown; 3rd ed. Edition, April 1, 2014.

"Inside Reporting: A Practical Guide to the Craft of Journalism," Tim Harrower  
McGraw-Hill, 3<sup>rd</sup> edition, 2012.

We'll also read a (short) book together over the course of the semester. Our section is reading Margaret Sullivan's "Ghosting the News: Local Journalism and the Crisis of American Democracy," which is available as an audiobook, ebook or paperback on Amazon.

If you are having trouble accessing the books for any reason, please reach out to us and we will help.

### **News Consumption and Knowledge of Current Events**

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. You have access to subscriptions via USC to The New York Times and the Los Angeles Times. You should read them regularly, as well as check other news sources, including the Daily Trojan and Annenbergmedia.com, listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations on social media. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important media news. You can do that here: <https://www.niemanlab.org/subscribe/>. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

### **Breakdown of Grade**

Assignment	% of Grade
Text story #1 (feature)	5%
Text story #2 (profile)	7.5%
Text story #3 (Second-day story/sidebar)	10%
Final text story #4	15%

Audio/video story #1 (vox pop)	5%
Audio/video story #2 (profile)	7.5%
Audio/video story #3 (reporter package)	15%
Homework (story pitches, source lists, story drafts, assigned exercises)	15%
Ethics group project	5%
Participation (includes in-class assignments and peer review)	10%
Final reflection paper	5%
<b>TOTAL</b>	<b>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

## Grading Standards

### *Journalism*

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on the accuracy, fairness and completeness of their stories. They will also be evaluated for a story's writing style, editing or structure, layout or visual elements (when appropriate), newsworthiness, use of diverse sources and ability to meet deadlines. All stories should be written in AP style.

**"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. Sources are varied, diverse and offer a complete view of the topic.

**"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. Sources are mostly varied, diverse and offer a complete view of the topic.

**“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. Sources are repetitive or incomplete.

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

**“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.

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](mailto:dt.city@gmail.com) for more on how to pitch your work to the campus newspaper.

### **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**

### **Week 1 – Jan. 19 - Intro. Review syllabus, expectations, newsworthiness, pitches**

Review syllabus and expectations for class norms. Sign up for ethics/issue presentations, details TBA

Discuss and decide on semester-long beat

Review basics of reporting safety, what makes something newsworthy.

Story pitches: How do you go from a general topic – “housing” – to a specific story with a fresh news angle?

Broadcast writing basics.

**In class:** Students will write a hard news text brief from an assigned fact sheet. This is a diagnostic exercise. *(This can be done as asynchronous participation.)*

Story pitches: Broadcast leads

**In-class:** Students will generate a pitch for a feature story, which we will workshop as a class.

Students will write broadcast leads and review together.

**Homework:** Write a draft 750-word feature story + 3 broadcast lead options

#### **Readings:**

Harrower, pp 84-85 (attribution) and pp 94- 95 (covering a beat)

Harrower, pp 116 - 123 (Feature writing, finding story ideas, feature stories)

Margaret Sullivan, Ghosting the News, Chapter 1

The Elements of Journalism, Intro and Chapter 1

Annenberg Media social media guidelines (on BB)

### **Week 2 – Jan. 26 – Feature stories, Finding sources**

**Due:** Broadcast leads / Draft feature story

Structuring a feature story

How do you know who to talk to? How many sources are enough? Review attribution

Using social media to identify sources.

**In-class:** In an in-class exercise, work in pairs to create source lists with contact information for our beat.

**Homework:** Final feature story.

**Readings:**

Harrower pp 78 – 83 (Interviewing, quotes and attribution)

“Elements of Journalism,” Chapter 2

Julia Craven and Wesley Lowry, “A Conversation about being Black in the Newsroom,”

<https://slate.com/news-and-politics/2020/07/wesley-lowery-talks-about-being-black-in-the-newsroom-and-the-myth-of-objectivity.amp>

**Week 3 – Feb. 2 – Nut grafs, interviewing, notes, observation**

**Due:** Feature story

Interviewing and finding sources, taking notes, observations

Choosing quotes

**In class:** Practice interviews. Practice observation writing. (*This can be done as asynchronous participation.*)

**Profiles** – What makes someone newsworthy?

**In class:** Research people for a profile and share with class. Peer feedback. Discuss pitches for profile story.

**Issue/ethics presentation #1.** Topic: Objectivity. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt about this topic. (*This can be done as asynchronous participation.*)

**Homework:** Write a draft profile story.

**Readings:**

Harrower pp 124 – 125 Profiles

“Ghosting the News,” Chapter 2

“Reporting Inequality,” Chapter 2, Structural and Systemic Racism (on BB)

**Week 4 – Feb. 9 – Nut grafs, copy editing**

**Due:** Draft profile story

Nut grafs. What’s important about this story for your audience?

**In class:** Find the “nut grafs” in stories

Review copy editing

**In class:** Copy editing practice with peer’s first draft. (*This can be done as asynchronous participation.*)



**Homework:** Final profile story

**Readings:**

Harrower Pp 48-57 (Story structure, rewriting copyediting)

Reporting Inequality, chapter 4, Implicit Bias in Journalism (on BB)

"Ghosting the News," chapter 3

**Week 5 – Feb. 16 Second day/sidebar stories**

**Due:** Profile story

**Issue/Ethics presentation #2.** Topic: News Framing. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt. *(This can be done as asynchronous participation.)*

Second-day stories, sidebars and localizing national stories. As a class, brainstorm "second-day" stories or sidebars. Decide on second-day stories to pursue.

In class: Workshop pitches for second-day or sidebar stories.

**Homework:** Work on second-day/sidebar story draft

**Readings:**

"Ghosting the News," Ch. 4

**Week 6 – Feb. 23**

**Due:** Second-day/sidebar story draft

Reviewing the Fault Lines method for sources and stories.

In-class: Learning how to retrieve and compile Census data into a brief demographic profile of a place.

Write three paragraphs reflecting on our beat. What intersectionality exists in our beat (and all) communities? How do you cover this community/beat as a reporter? (Asynchronous)

**Homework:** Final second-day/sidebar story, 750-1,000 words.

**Readings:**

"Elements of Journalism," chapters 3 and 4

**Week 7 – Mar. 2**

**Due:** Second-day/sidebar story due

---

**BROADCAST**

**Broadcast:** 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:** Write a VO from material supplied by your instructor.

---

In-class: Workshop pitches for final story. Work on source list for final in class

In class: Create a list of diverse sources from our beat. Consider a wide variety of diversity. Share in class and revise. (*This can be done as asynchronous participation.*)

**Homework:** Work on final story draft, 1,200-word news feature.

**Readings:** Newsroom diversity

Carla Murphy, Introducing the Leavers

<https://source.opennews.org/articles/introducing-leavers-results-survey/>

Letrell Deshan Crittenden and Andrea Wenzel, For BIPOC communities, local news crisis extends beyond major cities.

Elizabeth Greico, U.S. Newsrooms still struggle with racial and gender diversity

<https://betternews.org/u-s-newsrooms-still-struggle-racial-gender-diversity/>

Tomkins, Write from the Heart (on BB)

## **Week 8 – Mar. 9**

**Due:** Draft of your final story

Individual meetings with instructor

**Broadcast:** What makes a good soundbite in TV or radio?

**In class:** Writing in and out of sound for audio or video

You'll use these for your first assignment, a "vox pop." The class will formulate the one or two questions for the homework vox pop assignments. We'll review our source lists in class. What's missing? How can we find more sources from our beat? (*This can be done as asynchronous participation.*)

**Broadcast:** Vox pop and MOS basics. Review how to do vox pops

<https://www.youtube.com/watch?v=z5BeaGr5SDk> Radio Rookies

<https://www.kqed.org/education/vox-pop-curriculum/> KQED Vox Pops

**In class:** We'll do a sample "vox pop." You'll work in groups to decide on a question you want answered, and then collect "vox pops" via your phone with people in your pod, apartment, house or peer group.

We'll review together in class. (*This can be done as asynchronous participation.*)

**Homework:** Collect, write and edit a one-minute audio or video "vox pop" in which at least five people answer the one or two questions selected by the class. You can use Zoom or your phone to record your interview subjects. You will write a script, using the template provided, which should contain an introduction and the verbatim, word-for-word description of what people say, and edit your vox pops together. If you're creating a video, identify all the subjects by their full names onscreen. For an audio piece, identify them in an "outro" of your script.

Upload the completed video/audio to Exchange and Blackboard and the script to Blackboard.

**Readings:**

Handout on vox pops from Professor Willa Seidenberg

<http://resources.uscannenbergmedia.com/2016/08/the-what-why-and-how-of-vox-pops/>

Harrower 116 – 133 (features and other story styles)

“Elements of Journalism,” Chapter 6

Pacinthe Mattar, “Objectivity Is a Privilege Afforded to White Journalists,”

<https://thewalrus.ca/objectivity-is-a-privilege-afforded-to-white-journalists/>

## **Week 9 – Mar. 16**

**Due:** Final print story

**Broadcast:** Writing a VSV. Practice in class.

**Broadcast:** Shooting sequences and telling a story with pictures. Video profiles.

In class: Shooting sequence practice. (*This can be done as asynchronous participation.*)

**Homework:** Profile pitch, short video sequence as assigned by instructor.

**Issue/Ethics #3: Newsroom diversity.** A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt. (*This can be done as asynchronous participation.*)

Review text stories together in class and provide written feedback to peers. (*This can be done as asynchronous participation.*)

### **Readings:**

Joshua Benton, Here’s how much Americans trust 38 major news organizations (hint: not all that much!)

<https://www.niemanlab.org/2018/10/heres-how-much-americans-trust-38-major-news-organizations-hint-not-all-that-much/>

Andrea Wentzel, “Community-Centered Journalism,” Chapter 1

Summer Fields, What would happen if every journalist defined their own mission?

<https://medium.com/trusting-news/what-would-happen-if-every-journalist-defined-their-mission-e85738df31dd>

**No homework—wellness day next week.**

## **Week 10 – Mar. 23**

**Wellness day – no class**

## **Week 11 – Mar. 30 Solutions journalism**

**Due:** Short video sequence 1:00 video story and approve in class.

**Broadcast:** Shooting a video interview.

**In class:** Practice shooting interviews

**Homework:** Video profile is due next class – a 1:00 – 1:30 video.

### **Readings:**

“Ghosting the News,” Chapter 4

**Ethics/Issue #4** Trust in News. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt. *(This can be done as asynchronous participation.)*

Building trust with an audience/solutions journalism

Solutions Journalism – looking at news coverage through a different lens, and trying to provide answers for communities.

### **Week 12 – Apr. 6**

**Due:** Video profile

View video profiles together in class, post written critiques *(this can be done asynchronously.)*

**Broadcast:** Reporter packages in TV and radio

What goes into a reporter package? How is it different from a VSV? Reporter standups/bridges

**In class:** Write and edit a reporter package from material supplied by the instructor.

Hands-on edit workshop with FacTech. *(This can be done as asynchronous participation.)*

**Readings:** Elements of Journalism, Chapter 7

**Homework:** Write and edit a reporter package from material supplied by the instructor.

### **Week 13 – Apr. 13**

**Due:** reporter package

In class: Pitch, shooting list and source list for your audio/video reporter package.

#### **Readings:**

Reuters Institute Digital Report 2019, Executive Summary, pages 9 – 30

[https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2019-06/DNR\\_2019\\_FINAL\\_0.pdf](https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2019-06/DNR_2019_FINAL_0.pdf)

“Ghosting the News,” Chapter 5 and Conclusion

**In class:** Live reporting. *(This can be done as asynchronous participation.)*

**Homework:** First draft of your reporter package due next week.

Readings: Elements of Journalism, Chapters 7 and 8

### **Week 14 – Apr. 20**

**Due:** Reporter package draft

Review both in class. Work on a source list in class for your final story. *(This can be done as asynchronous participation.)*

**Ethics #5** State of the News industry. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt. *(This can be done as asynchronous participation.)*

Guest speakers, recent alum, tba

**Homework:** Draft final reporter package due next week. The final reporter package is due May 12 at 8:00 a.m.

**Readings:** “Elements of Journalism,” Chapters 10 and 11

### **Week 15 – Apr. 27**

**Due:** Draft of final reporter package. Review in class and provide written feedback. (*This can be done as asynchronous participation.*) We’ll also discuss the final reflection paper.

**In class:** Fill out course evaluations. You will also provide feedback on the following questions:

- What is one activity or reading that best facilitated your learning and why?
- What is one activity or reading that was least useful to your learning and how would you change it?

### **FINAL EXAM**

We will meet during the final exam on Tuesday, May 11, from 8-10 a.m. and review your final stories. Final reflection paper is due at this time.

***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.*

### **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](http://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](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**

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

[studenthealth.usc.edu/counseling](http://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](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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](https://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](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 Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://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](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://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**

### **Sarah (Favot) Girardot**

Sarah Girardot, whose byline is Sarah Favot, is a freelance data and investigative journalist with bylines in Bloomberg, The Boston Globe, dot.LA, Los Angeles Business Journal, Los Angeles Daily News and others. Before she became a freelancer, she was an investigative data reporter at a national education news site, The 74, and a local education news site, L.A. School Report. She started her journalism career at the New England Center for Investigative Reporting before working at local newspapers in Massachusetts and Los Angeles. Her beats are courts, education, and politics. She has previously taught JOUR 322. She has a B.A. in English and Communications from the University of Windsor in Windsor, Ontario, Canada and a master’s degree in journalism from Boston University.

### **Justin Pye**

Justin Pye is a multi-hyphenate media maven who has produced award-winning shows. Pye spent years with NBC News producing for Today Show, NBC Nightly, MSNBC and Dateline. He has also led editorial for All Def Digital and produced viral content for attn:

The Morehouse College and UC Berkeley alum is currently an adjunct professor at the University of Southern California. And most recently, he has produced several remote television specials for BET during the pandemic quarantine. The well-traveled, nature-lover specializes in character-driven social justice stories and is happiest when using bad grammar with friends and family.