



JOUR 307 Writing and Reporting II

3 Units

Spring 2021 – Wednesdays – 9-11:30 a.m.

Section: 21124D

Location: ANN 307 & Online

Instructors: Kingsley Smith, Henry “C.J.” Jackson

Office: Remote

Office Hours: Wednesdays, 8-9 a.m., or by appointment (Kingsley); Wednesday, 11:30 a.m. to 12:30 p.m., or by appointment (C.J.)

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I. Course Description

JOUR 307 Reporting and Writing II is a continuation of the fall semester’s JOUR 207 Reporting and Writing I. You will report, write and produce longer and more sophisticated stories. 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 and ethics
- Report, write and revise news stories, including features, profiles, news features and analysis
- Create content that is 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 diverse sources and voices to complete your reporting
- Use social media, particularly Twitter, in the gathering, consumption and dissemination of news.
- Recall current events through weekly quizzes.

Concurrent Enrollment: JOUR 206

III. Description 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.

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.

There will be a written in-class midterm to review concepts learned and evaluate your writing progress. There are also homework assignments as well as frequent news quizzes to test your media consumption habits.

Students will also present ethical case studies.

IV. Grading Breakdown:

	% of Grade
Quizzes & ethics case studies	10%
Homework Assignments, including story pitches and story drafts	15%
Story #1 – Vox pop/ short text story	15%
Story #2 - 750-word feature story and VSV	15%
Story #3 – 1,000-word profile story and 1:30 reporter package	20%
FINAL Story #4 1,200-word news feature and 2:00 reporter package	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

Journalism

All assignments will be judged first on the accuracy, fairness and completeness of your stories.

“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 may not interview friends or family for any assignment.

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.

You must shoot your own video. Do not turn in video shot by anyone else without prior permission from the instructor. 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.

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. 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.

You can expect written feedback on your assignments within one week. Please incorporate this feedback into subsequent drafts and stories. Don’t ignore the feedback; you will be penalized more for errors as the semester progresses.

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.

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.

VI. Required Readings 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/ 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.

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 better 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, 3rd edition, 2012.

VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

VIII. Add/Drop Dates for Session 001 (15 weeks: 1/15/20 – 4/30/20); 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

IX. 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.*

Course Schedule: A Weekly Breakdown

Week 1 – Jan. 20

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. 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.)*

Students will write broadcast leads and review together.

Homework: Broadcast leads. Write 10 broadcast leads from material supplied by instructors.

Due next week.

Readings:

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

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. 27 – Learning about a community

Due: Broadcast leads

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. 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:

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

Handout on vox pops from Professor Willa Seidenberg

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

"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. 3 – Story Pitches, nut grafs and vos

Due: Vox pop stories

Review vox pop stories.

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.*)

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

In class: Find the "nut grafs" in stories

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

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 story pitch for your first text assignment, a 750-word feature story. Write a VO from material supplied by your instructor.

Readings:

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

“Ghosting the News,” chapter 2

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

Week 4 – Feb. 10 – Interviews, observation, choosing quotes in text, TV and radio

Due: Story pitch for feature/homework VO

Interviewing and finding sources, taking notes, observations

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

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

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

Homework: Write the first draft of your 750-word feature 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. 17 Copy editing, story structure

Due: Feature story draft

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.*)

Review copy editing

Structuring a feature story

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

Broadcast: Writing a VSV. Practice in class.

Homework: Complete your feature story.

Readings: Harrower pp 124 – 125 Profiles

“Ghosting the News,” Ch. 4

Week 6 – Feb. 24 Profiles

Due: Feature story

Profiles – What makes someone newsworthy?

In class: Research people for a profile and share with class. Peer feedback.

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.

Readings:

"Elements of Journalism," chapters 3 and 4

Week 7 – Mar. 3

Due: Profile pitch/ short video sequence

In class: review profile pitches for a 750-word text and 1:00 video story and approve in class.

Reviewing the Fault Lines method for sources and stories.

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:

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? A draft of the text profile is due next week.

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/>

Week 8 – Mar. 10

Due: Text draft of your profile and reflection written assignment due today.

Individual meetings with instructors

Readings: Harrower 116 – 133 (features and other story styles)

"Elements of Journalism," Chapter 6

Pacinte Mattar, "Objectivity Is a Privilege Afforded to White Journalists,"

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

Week 9 – Mar. 17

Due: Text profile final version.

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.*)

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

Broadcast: Shooting a video interview.

In class: Practice shooting interviews

Homework: Video profile is due next class – a 1:00 – 1:30 video. Write a pitch for a “second-day” or sidebar story, 750-1000 words.

Readings: Tomkins, Write from the Heart (on BB)

Week 10 – Mar. 24

Due: Video profile, Sidebar pitch

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. Write a draft of your sidebar text story.

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>

Week 11 – Mar. 31 Solutions journalism

Due: Sidebar draft

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.

No homework—wellness day next week.

Week 12 – Apr. 7

Wellness Day – no class

Homework: Create a pitch, shooting list and source list for your audio/video reporter package. Finish sidebar text story.

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

“Ghosting the News,” Chapter 5 and Conclusion

Week 13 – Apr. 14

Due: Pitch, shooting list and source list for your audio/video reporter package. Final text sidebar piece due.

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.)*

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

Homework: First draft of your reporter package due next week. Create a pitch for your final text story, a 1200-word news feature.

Readings: Elements of Journalism, Chapters 7 and 8

Week 14 – Apr. 21

Due: Reporter package draft, Pitch for final text story.

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

Guest speakers, recent alum, tba

Homework: Draft of your text final story and final reporter package due next week. The final text story is due May 12 at 8:00 a.m.

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

Week 15 – Apr. 28

Due: Draft of final text story and final reporter package. Review in class and provide written feedback. *(This can be done as asynchronous participation.)*

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?
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FINAL EXAM

We will meet during the final exam on Friday, May 7, from 8-10 a.m. and review your final text stories.

CLASSES END – April 30

STUDY DAYS – May 1-4

FINALS – May 5-12

COMMENCEMENT – May 1

X. Policies and Procedures

Additional Policies

Please review the policies and procedures listed above. 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 be unpaid and can only be applied to one journalism class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://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 (<http://policy.usc.edu/scientific-misconduct/>).

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

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 Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

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

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

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

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.

XI. About Your Instructors

Kingsley Smith has been teaching graduate and undergraduate courses at Annenberg School for Journalism since 2014.

Kingsley's an award-winning television showrunner, producer and broadcaster with over 25 years of live production experience. He's currently a Coordinating Producer for the NFL Network and showrunner for the program *NFL Total Access*. He created and is Coordinating Producer for *NFL Total Access: The Locker Room* podcast. Previously, he was the News Director for KTTV (FOX) in Los Angeles. He's worked in newsrooms in Dallas, St. Louis, Philadelphia and Los Angeles leading, creating, producing and managing news and information programs for on air and online. He also operates his own custom video production and marketing company creating original brand journalism and related content for small and large business, individuals, corporations and organizations.

Henry "C.J." Jackson is a veteran writer, editor and newsroom manager. He leads global communications for Guild Education, a unicorn startup focused on unlocking opportunity for America's workforce through education by partnering with leading Fortune 1000 companies. Until Oct. 2019, he served as director of editorial events at the Los Angeles Times working for Dr. Patrick Soon-Shiong, the Times' new owner, and as a member of the paper's executive team. Previously, Jackson served as a staff editor at Politico, a leading political news site during the 2016 campaign and the first two years of the Trump administration. Before Politico, Jackson spent nearly a decade as a national writer at The Associated Press in Washington, DC and Des Moines, Iowa — covering two presidential campaigns, Congress and numerous high profile public policy debates. He conducted sit-down interviews with then Sens. Barack Obama, Hillary Clinton and John McCain as well as former Gov. Mitt Romney. His reporting also helped change public records policy in Iowa. Jackson began his career as a city reporter for the Kansas City Star and is a graduate of the University of Kansas.