USCAnnenberg

JOUR 320: Introduction to Coding for Storytelling

Spring 2021 – Mondays – 5-7:20 p.m.
Section: 21171D
Location: Online

Instructor: Keith Plocek

Course Description

The internet has radically changed how we consume the news. Text, audio and video used to be siloed, with each form of media relegated to print, TV and radio, respectively. Audiences now expect to interact with news content that has all these previous forms of media combined, as well as complex data. No one knows exactly what content presentation will look like in 10 years, let alone in five years. It changes month to month, day to day. But one thing is certain: consumers expect current technology and up-to-date design. The most brilliant piece of investigative journalism still needs to look good and conform with coding best practices if it is to have an impact.

In this course, you will learn the basic web technologies (HTML, CSS, JavaScript and jQuery) needed to build modern interactive multimedia projects. In addition, you will use contemporary storytelling skills to create advanced online story packages with multiple elements, including text, visuals (video, photos, graphics, etc.,) audio, interactivity and navigation, with heavy emphasis on web development and coding. You will conceive, design, code and produce an advanced multimedia package.

Why are you learning these skills when apps and templates already exist to publish news stories? WordPress and other tools are indeed helpful when presenting a basic article that contains just words and photos. But the moment you want to do something creative, something that will draw the reader into the story and make her interact with its content, these plug-and-play tools become very restrictive. When you know how to write your own code, the possibilities for digital storytelling are endless.

The class will meet once a week for direct instruction, hands-on exercises and more. You will practice your coding skills with focused assignments. In addition to your assignments, you must pitch and produce one longer project during the semester. This can be an individual project or a group project of no more than three people working together.

While coding is the next crucial skill for creative professionals, not everyone will come out of this course as a developer. But no one will be left behind, and at the very least you will understand the role and potential for web development in the present and future of the creative professions. You will also be able to communicate your ideas in the vocabulary of web development. That in itself is invaluable in getting you a job in today's market.

Overall Learning Objectives and Assessment

The goal of this course is to teach you how to use front-end web development to produce engaging and innovative multimedia stories.

By the end of this course, you should be able to sketch, design and code a mobile-friendly website from scratch, using HTML, CSS, JavaScript and JQuery plug-ins to tell a rich multimedia story. Building on your journalistic storytelling skills, this class focuses solely on the creation and production of stories told only via the web.

Description and Assessment of Assignments

Assignment 0: Multimedia/interactive examples. Due Week 3.

Assignment 1: HTML/CSS problem set. Due Week 4.
Assignment 2: Flexbox and responsive design. Due Week 6.
Assignment 3: JQuery problem set 1. Due Week 9.
Assignment 4: JQuery problem set 2. Due Week 12.
Final Project: Due at 4:30pm on Monday, May 10, 2021.

Assignment 0: Multimedia/interactive examples. [Due Week 3]
The objective of this assignment is for you to become active – rather than passive – consumers of news interactive websites. You will find three examples of multimedia/interactive websites (some examples are provided below in the Week 1 breakdown), and discuss what you like about the project, what you might have done differently and what you might like to incorporate into your final project. The point is to deconstruct what you are looking at rather than passively consuming it.

Also: Add a brief paragraph (three or four sentences) about yourself: where are you from, what is your main interest (journalistically), what coding experience you have, what you would like to get out of this course.

You will be adding your submissions to a Google Doc that will be shared with you. Do not email or set up your own Google Doc or Word doc with your submission.

Assignment 1: HTML/CSS problem set. [Due Week 4]
During the first few weeks, we will be learning HTML (the structure of a web page) and CSS (the look/design of a web page). This assignment is an exercise deconstruct an image of a web page and reconstruct it using HTML and CSS, all of which we will practice in class.

Assignment 2: Flexbox and responsive design. [Due Week 6]
Responsive design (i.e. making your web page look good on any size screen) is a crucial part of modern web design. It is done (largely) using CSS. This assignment will have you practicing responsive design techniques learned in weeks 4 and 5.

Assignment 3: JQuery problem set 1. [Due Week 9]
Week 6 begins our leap into interactivity using JQuery and JavaScript. These technologies add action to a web page. Nobody wants to stay on a static web page. For this assignment, you will be practicing technics to dynamically change items on a page with a click, hover or scroll to create engaging storytelling elements.

Assignment 4: JQuery problem set 2. [Due Week 12]
Continuing with interactivity using JQuery and JavaScript, we'll look at dynamically changing a web page depending on data hidden in an element that is clicked or hovered. This is a very powerful technology that allows for some dramatic possibilities for presenting your video, audio, text and photo content.

Final Project: [Due on day of scheduled final exam]
For your final project, you will be creating an interactive web project from scratch using HTML, CSS and JQuery/JavaScript. You have the option to use content from one of your reporting classes, but it doesn't have to be. An 'A' project will have extra creativity, taking the techniques you learned and taking them to next level. A 'B' final project will simply take the demo elements we learned in class and simply adding them to a new page with your own content.

Assessment:
This is a coding class so format, neatness and documentation will be graded. I will take up to 2 (of 20) points off for bad formatting on any given assignment.

Your submissions should look as much as possible as the demo page, not just sort of like it. An 'A' submission is so accurate that I can't tell the difference between the demo page and your submission. Creativity: If you love design and want to go to town on a particular assignment, please do, BUT only after you have proven you know how to

make it look as close to the particular assignment example as possible. You can't break grammar rules until you have proven you know and can implement the grammar rules, otherwise it is just a grammatical error.

Points will be taken off if problems on assignments are not completed.

If on your assignments you simply copy and paste a classmate's work into your assignment, your instructor will be able to tell, and you will not get any credit. That is also called plagiarism. If you hire someone or get your engineering roommate to do your assignments, we will also be able to tell and this is grounds for failing the course (and worse: see the plagiarism policies below under Policies and Procedures).

The content of your projects must meet all journalistic standards: adherence to AP style, grammatically correct, well proofed, and most importantly, the work must be your own (see the plagiarism policies below under IX. Policies and Procedures).

Submission: You will submit Assignments 1-4 and the final project by zipping up your project folder and submitting it through a Dropbox link provided to you.

Participation will be graded on a number of criteria, including (but not exclusively) collaboration and helping out classmates if you understand something that someone else is struggling with.

I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that. However, simply passing in an incomplete assignment does not count as effort. Effort means that you have tried to complete the assignment, identified where you are having trouble and then sought out your instructor for extra help.

Grading
a. Breakdown of Grade

Assignment	Points	% of Grade
Assignment 0: Multimedia/interactive examples	5	5%
Assignment 1: HTML/CSS problem set	15	15%
Assignment 2: Flexbox and responsive	10	10%
Assignment 3: JQuery problem set 1	20	20%
Assignment 4: JQuery problem set 2	20	20%
Final Project	25	25%
Participation	5	5%
TOTAL		**100%**

b. Grading Scale

The final letter grade will be calculated as such:

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

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If on your assignments you simply copy and paste a classmate's work into your assignment, your instructor will be able to tell, and you will not get any credit. That is also called plagiarism.

I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that. However, simply passing in an incomplete assignment does not count as effort. Effort means that you have tried to complete the assignment, identified where you are having trouble and then sought out your instructor for extra help.

"A" and "B" projects/assignments should have ALL components; i.e., students should not get higher than a C+ unless everything is turned in.

- "A" project/assignment is submitted on time, has only minor bugs, JS well formatted and documented, and shows exceptional effort and creativity.
- "B" project/assignment is on time, and completed but requires more than minor bug fixes (CSS styling as well as JavaScript/JS functionality) and/or is not documented correctly or is badly formatted. Fulfills all basic requirements, but nothing beyond that.
- "C" project/assignment is late, is not complete and/or functioning. Requires major bug fixes. The student should have requested help from the professor.
- "D" project/assignment is late, incomplete, failed to meet the major criteria of the assignment, has numerous errors. Should not have been submitted.
- "F" project/assignment has not been submitted or is plagiarized from someone else's code or project. You can use someone else's code as an example or inspiration, but you cannot present someone else's project as your own.

In addition, style errors and other breaches of journalistic standards will result in point deductions. Extra design and creativity is given extra credit.

- 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 should be submitted via a Dropbox link that will be provided to you. All coding assignments should be .zipped up before submission. The project folder and the zip file should be named like so: "lastname-firstname-assignment[number]". Please rename your project folder *before* you zip it up for submission.

Required Readings and Supplementary Materials

While there is no required text in this course, there are a number of websites and tutorials you will be asked to read and work your way through, including:

Assignments and reference materials can be found at http://peggybustamante.com/ascjcoding/

- HTML tutorial: http://w3schools.com/html/default.asp
- CSS tutorial: http://w3schools.com/css/default.asp
- Begin Bootstrap tutorials: http://www.w3resource.com/twitter-bootstrap/tutorial.php and http://getbootstrap.com/2.3.2/getting-started.html
- JavaScript tutorial: http://w3schools.com/js/default.asp
- JQuery tutorial: http://w3schools.com/jquery/default.asp

For reference textbooks, these are recommended:
"HTML & CSS: Design and build websites" by Jon Duckett (John Wiley & Sons, Inc., 2011)
"JavaScript & JQuery: Interactive front-end web development" by Jon Duckett (John Wiley & Sons, Inc., 2014)

These are also good reference and learning sites:
LinkedIn Learning (https://itservices.usc.edu/linkedin-learning/)
W3Schools (http://www.w3schools.com/)
Codecademy (http://www.codecademy.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.

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.

NOTE: Assignments and reference materials can be found at http://peggybustamante.com/ascjcoding/

Week 1: No class. Martin Luther King Jr. Day.
January 18, 2021

Download and install the web template and a text editor before next week. The instructor will email video instructions.

Week 2: Intro to HTML & CSS
January 25, 2021

Syllabus, Semester Overview, Intros. Skills assessment. A look at news interactive examples. Web development overview. Build basic "Hello, World" page.

- **Hands-on in class:** Download the web template. Install a text editor. Construct a basic page with photos and text. This is the foundation of all multimedia stories.

- **Assignment 0:** Find three recent examples of multimedia stories. Due before class Week 2.

  What constitutes a multimedia story? Here are some examples to help guide your search:

  This Is Your Brain on Art:
  https://www.washingtonpost.com/graphics/2017/lifestyle/your-brain-on-art/

  Millennials Are Screwed:
  https://highline.huffingtonpost.com/articles/en/poor-millennials/

  Finding Home:
  http://time.com/finding-home/

  Bezos's Empire:
  https://www.theguardian.com/technology/ng-interactive/2018/apr/24/bezoss-empire-how-amazon-became-the-worlds-biggest-retailer

  Looming Floods, Threatened Cities:
  https://www.nytimes.com/interactive/2017/05/18/climate/antarctica-ice-melt-climate-change-flood.html

  The Uber Game:
  https://ig.ft.com/uber-game/

  Glitter in the Dark:
  https://pitchfork.com/features/cover-story/reader/bat-for-lashes/

  Be sure to look at these stories on both desktop and mobile and take note of any differences.

- **Reading:** HTML tutorial http://www.w3schools.com/html/default.asp

Week 3: HTML & CSS: Part 2
February 1, 2021

Overview of CSS and properties necessary for page layout.

- **Hands-on in class:** Building a navigation menu and a photo gallery. These cover everything you need to complete Assignment 1.
- **Assignment 1:** HTML/CSS problem set. Due before class Week 4
  You will build a page from scratch, based on an image that we provide you, that exhibits principles of traditional news layout. You will be practicing HTML and CSS, as well as exercising your ability to visually deconstruct a page and then build it using code. This is important as you become an active rather than passive consumer of news on desktop and mobile.
- **Reading:** CSS tutorial http://bit.ly/w3css: Sections "CSS Home" through "CSS Pseudo-elements"

Week 4: HTML & CSS: Part 3
February 8, 2021

Positioning and new HTML5 elements: <audio> and <video> tags: Review problems with Assignment 2. CSS positioning. A look at new tags in HTML5, including audio and video. Hands-on in class: Add background video and images. Basic Parallax scrolling page.

- **Hands-on in class:** Inserting video and audio on a page. Positioning these elements in relation to each other, as well as in relation to the browser window. Making a basic page that is responsive and mobile-friendly. News consumers read on their phones more often than their desktops. Your content should look good on all screens.
- **Assignment 2:** Flexbox and responsive. Due Week 6 before class. This is a simple layout that makes use of flexbox, a common technique for creating responsive, mobile-friendly websites. People view websites on their phones more often than on their desktops, so optimization for mobile is a crucial best practice.
- **Reading:** Positioning tutorial: https://www.w3schools.com/css/css_positioning.asp.
    HTML5 tutorial: http://www.w3schools.com/html/html5_intro.asp_intro.asp
    CSS Flexible Box Layout Module: https://www.w3schools.com/css/css3_flexbox.asp.
    Responsive Web Design: https://www.w3schools.com/css/css_rwd_mediaqueries.asp

February 15, 2021
Week 5: No class. President's Day.

February 22, 2021
Week 6: JQuery & JavaScript: Part 1

Overview of JavaScript and jQuery, from plugins to actual coding.

- **Hands-on in class:** Introducing jQuery, which makes a page interactive. One basic interaction is clicking a button to change a page's presentation.

- **Assignment 3:** JQuery problem set 1. Due Week 9 before class.
  This is a set of six interactive paradigms that are common on news sites, including a caption that fades in and out and another that scrolls up when the user mouses over an image. Consider it a worksheet to practice everything we learned in class.
- **Reading:** JQuery tutorial: http://w3schools.com/jquery/default.asp. Sections "jQuery Home" through "jQuery Events."
  JavaScript tutorial: http://www.w3schools.com/js/default.asp. Section "JS Home" through "JS Comments"

Assignment 2 due before class Week 6

March 1, 2021
Week 7: JQuery / JavaScript: Part 2

Covering basic built-in tools and animation using jQuery.

- **Hands-on in class:** Using CSS and jQuery to create dynamic captions for a photo gallery.
- **Reading:** JQuery tutorial: http://w3schools.com/jquery/default.asp. All sections under "jQuery Effects"

March 8, 2021
Week 8: JQuery / JavaScript: Part 3

Dynamically changing HTML elements and CSS.

- **Hands-on in class:** Using the "this" variable to change specific elements on a page, depending upon how you interact with the content. "This" will be useful for many interactions to come and is vital to presenting your content in an engaging way.
- **Reading:** JQuery tutorial: w3schools.com/jquery/default.asp. Under "JQuery HTML", sections "JQuery Get" and "JQuery Set."
  JavaScript tutorial: http://www.w3schools.com/js/default.asp. Section "JS Variables" thru "JS Datatypes"

Assignment 3 due before class Week 9

March 15, 2021
Week 9: JQuery /JavaScript: Part 4

Learning to get and set data from forms, attributes and HTML elements. Intro to variables.

- **Hands-on in class:** Using variables to change a page dynamically. You will be creating new attributes in your HTML, assigning data to different elements. Welcome to data journalism!
- **Assignment 4:** JQuery problem set 2. Due before class Week 12.
  With these five problems, you will be moving data and content around according to how a user interacts with the page. These problems include a dynamic photo gallery and a form input. The final problem is a rudimentary calculator -- and your introduction to advanced coding techniques used by all news developers.
- **Reading:** JQuery tutorial: http://w3schools.com/jquery/default.asp. Under "JQuery HTML", sections "JQuery Add" through "JQuery Dimensions"

March 22, 2021
Week 10: JavaScript and JQuery: Fun with interactivity

More variables. A look at what's possible with jQuery plugins, widgets and more.

- **Hands-on in class:** Continuing to use variables and attributes to change a page dynamically. Building a modal popup from scratch. Modals are invaluable for displaying infographics or other embeds.
- **Reading:** Creating a modal/popup https://www.w3schools.com/w3css/w3css_modal.asp

March 29, 2021
Week 11: JQuery Plugins and useful widgets Part 1

Learning to use the Cycle plugin for photo galleries and other sliding elements.

- **Hands-on in class:** Introducing plugins, such as Cycle, which will help you create a dynamic, swipeable photo gallery.
- **Assignment: Final Project specs**
- **Reading:** JQuery Cycle Plugin: http://jquery.malsup.com/cycle/

Assignment 4 due before class Week 12

Week 12: JQuery Plugins and useful widgets Part 2
April 5, 2021

Learn to use the scrolling plugin Waypoints.js and Popcorn.js.

- **Hands-on in class:** Continuing with plugins, such as Waypoints and Popcorn, to trigger actions by scrolling down a page or by hitting a certain point in an audio track.
- **Reading:** Bootstrap tutorials: http://www.w3resource.com/twitter-bootstrap/tutorial.php

Week 13: JQuery Plugins and useful widgets Part 3
April 12, 2021

How to make an audio rollover gallery, use HTML5 audio and video tags, and change elements on the page as a user scrolls.

- **Hands-on in class:** Creating an audio rollover gallery, making use of variables and other tricks from recent weeks. Add looping background videos and parallax scrolling to increase the visual engagement of your page.
- **Reading**: HTML 5 Media: <audio> and <video> http://www.w3schools.com/html/html_media.asp

Week 14: HTML and CSS review and preparing your media for production
April 19, 2021

- **Hands-on in class:** Sizing media for upload to a server. Tying up loose ends in preparation for the final project.
- **Reading:** Review readings and assignments as needed.

Week 15: Production Hackathon
April 26, 2021

Final debugging for final projects.

FINAL EXAM
May 10, 2021, 4:30-6:30 p.m.
Final Project: Due at 4:30 p.m. on Monday, May 10, 2021.

Policies and Procedures
Additional Policies
Collaboration and helping out classmates if you understand something that they are struggling with is very important to success in this class. I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that.

Each class builds on the previous one, so it is crucial that you do not miss a class or fall behind. If you have to miss a class, let me know in advance so we can discuss how to keep you up to speed. If you are struggling with some concepts or code, let me know and I will meet with you separately to go over it.

This can be complicated material, especially if you are not paying attention. Do not text, chat with your friends on Facebook, or play on your computer during the instruction.

Communication
If you are having issues and need support, feel free to reach out over email. I also have hours available here: http://calendly.com/kplo/

Internships
The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must by unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems
a. Academic Conduct
Plagiarism
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

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

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or

purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

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

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC 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](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](dps.usc.edu)
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]
https://undergrad.usc.edu/faculty/bread/
The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

About Your Instructor
Keith Plocek is fascinated by digital storytelling in all its forms. As director of web content for Voice Media Group, he led a team of 11 web editors who produced text, audio, video and interactive content that reached more than 16 million active users at LA Weekly, The Village Voice, Miami New Times and other alternative publications. He was a staff writer, a web editor and a social media manager for various publications over 13 years. His investigative work for the Houston Press garnered two First Amendment Awards from the Ft. Worth Society of Professional Journalists, and a tweet for the LA Weekly scored him a National Entertainment Journalism Award from the Los Angeles Press Club. In addition to teaching, he consults media companies on digital strategy and writes long-form articles about travel and surfing.