



JOUR 539:
Introduction to Investigative Reporting
2.0 units

Spring 2021 – Mondays – 6-7:50 p.m.

Section: 21517D

Location: Online

Instructor: David Medzerian

Office Hours: By appointment

(usually 5:30-6 p.m. Mondays)

Course Description

The goal of this course is to inspire you and teach you the practical skills and ethical principles that will allow you to become a responsible investigative reporter – digital, broadcast or print. The focus of the class will be on learning the fundamentals of investigative journalism:

- How to choose a subject for investigation.
- How to identify human sources and persuade them to talk with you on the record.
- How to conduct an interview.
- How to use documents.
- How to organize large amounts of material and present it in a fair and compelling way.
- How to successfully present multimedia elements to your audience.

This class is intended to give you a strong foundation of reporting and writing skills that should allow you to do more interesting stories than most other journalists do. While the focus will be on learning practical skills, you should also develop a better understanding of the principles of the First Amendment and the roles of an investigative journalist in our society. We also will be discussing the practical, ethical and legal aspects of investigative reporting in the context of our rapidly changing media landscape.

We will spend some time learning about the history and traditions of investigative reporting – from the early muckrakers through Edward R. Murrow and Woodward and Bernstein to modern day investigative journalists. There will be outside assignments designed to teach you interviewing skills, the use of court and other public records, journalism ethics, the use of financial and economic databases and other journalism techniques. (Assignments that normally would involve going to courthouses and/or locations in the Los Angeles area where public records are available will be done online this semester.)

You will also be required to propose, report and write one in-depth digital investigative story, with its primary component being text, video or audio. This story should be about 1,000-1,500 words long and it must include a significant amount of original reporting. You will be expected to write periodic memos about your progress on the project, and to discuss it in class. You should have a topic in mind by early February; a completed final project is due April 26, the last day of class; your rewrite is due May 10 during Finals Week.

The goal of the semester-long project is to help you learn investigative techniques while pursuing a groundbreaking investigative story. A further goal is to get your project published. I will work with you to help you get your project published in a campus or professional publication.

We will also be discussing strategies for getting good jobs as investigative reporters at newspapers, magazines, online and broadcast organizations.

Student Learning Outcomes

This course is intended to give you a taste of investigative journalism. Unlike some reporting that is centered on press releases and press conferences, you'll learn that investigative reporting is about finding stories people don't want you to find and telling stories people don't want you to tell. Whether it's shining a light in a dark alley that was the scene of a police beating or giving voice to the impoverished tenants of an abusive slumlord, it's reporting that serves a greater good. If you have the instinct to be a digger, we'll give you the tools. If you're a watchdog at heart, this course should inspire — and unleash — that inner guardian. By the end of this course, you should know how to find, report and write investigative stories at a beginning level. You will have:

- Solid understanding of what investigative reporting is and how it differs from other types of reporting, and the role of an investigative reporter.
- Ability to generate story ideas for investigative and in-depth stories.
- Ability to identify and develop human sources — how to identify potential sources and make them actual sources, how to manage those relationships, how to get reluctant sources and subjects to agree to be interviewed.
- Ability to conduct in-depth interviews.
- Ability to spot stories that other reporters miss by asking questions that other reporters don't ask.
- Ability to identify and use documents and databases — both electronic and paper.
- Understanding of, and ability to use, the federal Freedom of Information Act and state open records and meetings laws.
- Ability to organize large amounts of material, especially that available on the internet. You will learn to see the internet for its incredible potential for investigative reporting, as well as for its considerable limitations and hazards.
- Ability to write and present in-depth material in a compelling way.
- Ability to plan for photos and graphics to illustrate in-depth stories.
- Ability to work in collaboration with other journalists, as part of a team reporting effort.
- Sensitivity to diversity issues in reporting and writing in-depth and investigative stories.
- Commitment to accuracy and fair play. Understanding of ethical issues involved in investigative reporting.

Course Notes

This is an online course, but we will conduct our Zoom sessions as if we were all in the classroom together. Your active participation in these sessions — like your active participation in a professional newsroom where you work — is a must.

All course materials, including lecture slides and other course information, will be posted on Blackboard.

Technological Proficiency and Hardware/Software Required

Classes will be conducted on Zoom. All Zoom sessions will be recorded; students may access recordings as needed but may not distribute them. Students may not make their own class recordings without the instructor's permission. Students must adhere to all relevant policies as specified in [SCampus, Part C](#). Violations of these policies will be met with the appropriate disciplinary sanction.

Other resources: If you need access to broadcast equipment or Web-server space not accessible to you through another class or learning lab, please work with your instructor as soon as possible.

Required Readings and Supplementary Materials

"The Investigative Reporter's Handbook: A Guide to Documents, Databases and Techniques," 5th edition, by Brant Houston, Len Bruzzese and Steve Weinberg. [Available at Amazon](#) and other booksellers.

NOTE: Reading assignments will be based on the 5th edition. You can substitute an older edition or the 6th edition if you like, but you will need to adjust assignments accordingly as chapter numbers are not completely aligned.

“Numbers in the Newsroom: Using Math and Statistics in News,” 2nd edition, by Sarah Cohen, Investigative Reporters and Editors. Will be provided on Blackboard.

Additional required reading: Other required readings will be available online; much of this material will be investigative stories/case studies. You will be expected to read this material, and bring in written questions about it.

Description and Assessment of Assignments

There will be a variety of assignments:

- In-class assignments: Research and/or writing assignments to be completed during class.
- Weekly assignments: Research and/or writing assignments to be completed by the specified deadline, usually prior to the following class period.
- Final project: An in-depth investigative story presented in digital format. The primary component can be text, video or audio.

You should begin thinking immediately about the topic of your final project, which must be submitted for approval as indicated. After that week, you are expected to file weekly updates on your reporting progress and plans for your project. Part of your final project grade is based on the quality of these updates and the critical thinking you demonstrate in investigating your subject.

You will submit your Final Project at three times: as a rough draft for in-class review; as a completed Final Project for presentation in class (this version is worth 40 percent of your course grade); and a rewrite (this version is worth 10 percent of your course grade).

Grading Breakdown of Grade

Assignment	Points	% of Grade
Final project, including update memos	30	30%
Final project rewrite	10	10%
Graded assignments (in-class and homework)	50	50%
Class participation	10	10%
TOTAL	100	100%

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

Reporting/writing assignments should be of publishable quality. All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and objectivity of your stories. You will then be

evaluated for broadcast style, editing, production value, originality and the ability to meet deadlines. Research assignments will be judged on completeness and professionalism. All work should conform to 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.

“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.

Grading Timeline

I will make every effort to grade and return assignments within a week of when they are due.

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. Written assignments should be sent by email, as Word attachments, to instructor’s USC email address. Please make sure your name and contact information is on all attachments.
- C. Multimedia assignments should be submitted as specified for each individual assignment.

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:

It goes without saying that you should read a major daily newspaper (or its website) every day, as well as local and weekly news websites, and be familiar with daily news broadcasts. In addition, the following websites may be useful to you when conducting research, or if you're looking for investigative journalism tips: News University at www.newsu.org, ProPublica's MuckReads, Poynter Institute at www.poynter.org, Investigative Reporters and Editors at www.ire.org and IRE's ExtraExtra blog and Pulitzer Prize winning stories at www.pulitzer.org.

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.

	Topics/Daily Activities	Readings/Preparation	Deliverable /Due Dates
Week 1 1/18	NO CLASS Martin Luther King holiday	- Assignment: Review two investigative stories: Read the following investigative stories (even if you have read them before) and complete the Week 1 assignment in Blackboard): 1. "An overdose, a young companion, drug-fueled parties: The secret life of a USC med school dean" (tinyurl.com/539dean) 2. "A USC doctor was accused of bad behavior with young women for years. The university let him continue treating students" (tinyurl.com/539tyndall) - Start to think about your final project	- Come to class 1/25 prepared to discuss stories at left
Week 2 1/25	Introduction and course overview: Why we're here, what we'll do, how we'll do it, what is	- Assignment: investigative reporting: Find an investigative story or project which was based on public	- Investigative Reporting Assignment

	<p>the place of investigative reporting today?</p> <ul style="list-style-type: none"> - Lecture: What are investigative reporters? Where do investigations come from? What makes a good investigative story? - Where to look for ideas and how to get started. - Ethics and standards: Review and discussion of ethics, stressing the school of journalism's commitment to academic excellence and ethical behavior. In class exercise: Reading an autopsy report – autopsyfiles.org 	<p>records, and write a critique (minimum 750 words). Include a summary of the story or project, its findings, which records were used as well as how they were obtained and analyzed. Point out the work's strengths and weaknesses, and what you would do to improve it. Note the use of multimedia and databases. <u>Interview the author if possible.</u> Be prepared to discuss your report in class. Due 2/1</p> <ul style="list-style-type: none"> - Read "A Case of Doubt" (tinyurl.com/310doubt) 	<p>due at the start of class 2/1</p> <ul style="list-style-type: none"> - Come to class 2/1 prepared to discuss "A Case of Doubt"
Week 3 2/1	<ul style="list-style-type: none"> - Homework review - In-class discussion of: "A Case of Doubt." Turn in and discuss investigative report assignment. - View and discuss "Security theater," of the PBS series EXPOSE, tinyurl.com/310exsecurity - In-class discussion of "L.A. church leaders sought to hide sex abuse cases from authorities." - Property records: What's available, how to get them and how to use them. How to use them to help a story. - View and discuss "Money for Nothing," Episode 206 of the PBS series EXPOSE, www.pbs.org/wnet/expose/expose_2007/episode206/watch.html (tinyurl.com/310exmoney) 	<ul style="list-style-type: none"> - Assignment: Public records (property records): Property record report, due 2/8 - Assignment: Read textbook chapters 1- 3 	<ul style="list-style-type: none"> - Property records assignment due prior to class 2/8
Week 4 2/8	<ul style="list-style-type: none"> - Public records: What's available, how to get them and how to use them (tinyurl.com/310request). The use of public records in investigative reporting. In- class: Exercise demonstrating the potential use of public records. - How to use the federal Freedom of Information Act and state open records and open meetings laws in investigative reporting. Fun with FOIA. Write a FOIA request. 	<ul style="list-style-type: none"> - Assignment: Public records (restaurant): Restaurant grading report, due 2/22. - Work on your final project pitch, due 3/1 - Assignment: Read textbook chapter 12 ("Investigating Education") From "The Investigative Reporter's Handbook," read: Chapter 4, "Computer- assisted reporting." Chapter 5, "People trails." 	<ul style="list-style-type: none"> - Public records assignments (restaurant) due prior to class 2/22

	<ul style="list-style-type: none"> - “Secondary Sources” and “Primary Documents” - Discussion: Details of the Final Project; current ideas for Final Project; how to do pitches 		
Week 5 2/15	NO CLASS President’s Day		
Week 6 2/22	<ul style="list-style-type: none"> - Print/digital investigations. - Introduction to digital journalism. How to include digital data in your investigation. - Final Project discussion. Review of some previous final projects. 	<ul style="list-style-type: none"> - Assignment: Prepare written and verbal project pitch, due 3/1. Include pre-reporting, sources you have already spoken with, sources you plan to speak with, opportunities for visuals, etc. - Assignment: From among chapters 8-21, read the textbook chapter(s) most appropriate to your final project topic. 	- Pitch Final Project 3/1
Week 7 3/1	<ul style="list-style-type: none"> - PITCH FINAL PROJECTS - Review Boston Globe investigation of Catholic diocese 	- Assignment: Read Chapter 7 of textbook, “Ethics of investigative reporting	- Review “Innocents Lost” from the Miami Herald before class 3/8.
Week 8 3/8	<ul style="list-style-type: none"> - Broadcast investigations, and video components to print/digital investigations: Guest speaker Vince Gonzales - Gather ideas from Vince on your Final Project - Multimedia investigations: Discussion including “Innocents Lost” from the Miami Herald. - In class: Discuss restaurant health assignment. - In class: discussion of research and Wikipedia; research obit assignment - Discussion of hidden databases, computer- assisted reporting, Surfing the web and sifting through mountains of seemingly boring data to find stories that aren’t. 	<ul style="list-style-type: none"> - Assignment: Write 750-word obit based on your research. - Assignment: Read chapters 8- 11 of textbook: “Investigating the Executive Branch,” “Investigating the Legislative Branch,” “Investigating the Judicial System,” “Investigating Education” and “Investigating Law Enforcement.” Be prepared to discuss the material in class 3/15. 	- Obit (left) due before class 3/15.
Week 9 3/15	<ul style="list-style-type: none"> - Read “Website allows comparison of government payroll,” tinyurl.com/310payrolls ; - in- class exercise using publicpay.ca.gov/ - View and discuss “The Scientific Method ,” Episode 205 of the PBS series EXPOSE, 	TBD	- Continue working on Final Project

	<p>www.pbs.org/wnet/expose/expose_2007/episode205/watch.html (tinyurl.com/310exscientific)</p> <ul style="list-style-type: none"> - View and discuss "Think like a Terrorist," of the PBS series EXPOSE, tinyurl.com/310exterror - If there's time: In- class discussion of Manti Te'o case (tinyurl.com/310teo) - In- class: Discussion of critiques. Discussion: Cultivating sources. How you find and keep them. Drawing the line between source and friend. Making sure you don't burn sources and vice versa. Updates on projects. (Previously: Pitch final projects) 		
Week 10 3/22	<ul style="list-style-type: none"> - In-class updates on individual final projects. Discussion of status, questions, problems. - In- class exercise: Read and critique Newport Beach City Hall investigation; class- led discussion. - View and discuss "Death is Different," of the PBS series EXPOSE, tinyurl.com/310exdeath - Organizing and writing You've been gathering information for months or even years and now it's time to sit down and write your investigative story. How do you make your story something people actually want to read? 	<ul style="list-style-type: none"> - Assignment: Explore lasuperiorcourt.org; select a case and write a brief summary of what you have found. - Assignment: Read chapter 6 of textbook: "Writing the Compelling Investigation." - Assignment: Read "Deeper in Debt / A bank, a school district and a 38-year loan" (handout; online at tinyurl.com/310deeperindebt). Write a critique of the investigation (be sure to consider the non-narrative components of the investigation and the overall presentation), and email it prior to the start of class 3/29. Come prepared to discuss your critique next week. 	<ul style="list-style-type: none"> - Court assignment at left due prior to start of class 3/29
Week 11 3/29	<ul style="list-style-type: none"> - Guest speaker - Data journalism - Discuss lasuperiorcourt.org assignment. - Discuss "Deeper in Debt" critiques 	<ul style="list-style-type: none"> - Assignment: Data journalism Assignment - Assignment: Read chapters 13- 16 of textbook: "Investigating For-Profit Businesses," "Investigating Nonprofit and Religious Organizations," "Investigating Financial Institutions and Insurance" and "Investigating Health Care." Be prepared to discuss the material in class next week. - Assignment: Submit a rough draft 	<ul style="list-style-type: none"> - Rough draft of final project (which will not be graded) must be submitted before class 4/5

		of your project. The rough drafts will be discussed in class next week.	
Week 12 4/5	<ul style="list-style-type: none"> - Status report on final projects - Discussion of strategies for getting stories published in campus or professional publications. 	<ul style="list-style-type: none"> - Assignment: Read chapters 17-19 of textbook: "Investigating Energy and Utilities," "Investigating the Environment" and "Investigating Transportation." - Assignment: Read chapters 20- 21 of textbook: "Investigating Real Estate" and "Investigating the World of the Disadvantaged." 	<ul style="list-style-type: none"> - Prepare near-complete draft of final project for presentation in class 4/12
Week 13 4/12	<ul style="list-style-type: none"> - Near-complete draft of final project. - Lecture: How to investigate businesses and non- profit organizations. - View and discuss "Friends in High Places ," episode 204 of the PBS series EXPOSE, www.pbs.org/wnet/expose/expose_2007/episode204/index.html - Lecture: Ethics, Fairness, the Law and Investigative Reporting. <p>In class exercise: Discussion of ethical issues described in assigned reading material.</p>	<ul style="list-style-type: none"> - Assignment: Be familiar with the work of Woodward and Bernstein for discussion next week. - Work on Final Project 	<ul style="list-style-type: none"> - Prepare to discuss Watergate Investigation in class 4/19 - Final project due 6 p.m. 4/26; present in class 4/26.
Week 14 4/19	<ul style="list-style-type: none"> - Discussion of Watergate - Special in-class exercise 	<ul style="list-style-type: none"> - Finish Final Project 	<ul style="list-style-type: none"> - Final project due 6 p.m. 4/26; present in class 4/26.
Week 15 4/26	<ul style="list-style-type: none"> - Follow-up to Week 14 exercise - In-class presentation of completed Final Projects. - Submit USC course evaluations - Recap of the class, of investigative reporting and a discussion of practical steps that students should take in looking for investigative reporting jobs (print, broadcast, online) today. 	<ul style="list-style-type: none"> - Rewrite final project using feedback from instructor and classmates. 	<ul style="list-style-type: none"> - Rewrite of final project due by 7 pm. Monday 5/10.
FINAL EXAM PERIOD 5/10, 7-9 p.m.	<ul style="list-style-type: none"> - In-person presentation of the Final Projects (rewrites) 		

Policies and Procedures

Additional Policies

Attendance is expected for every class. Notify me in advance by email if you are going to be absent because of illness, a family emergency or any other reason. Unexcused absences will be reflected in your participation grade.

Tardiness is unacceptable. If you expect to be more than 15 minutes late to class, please stay home.

That being said: Life gets in the way. Take care of yourself. If you need to miss a class or be late, just let me know and we'll work out.

Communication

Email is the best way to reach your instructor. I will make every effort to reply promptly but you can count on a reply with 24 hours on school days.

Instructor communications will be via email to your USC email address. Be sure to check it 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 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, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

About Your Instructor

David Medzerian is a veteran journalist and educator with extensive digital, print and broadcast experience. As a reporter at The Miami Herald, he led coverage of a series of scandals involving the city of Sunrise, Fla., resulting in the mayor's trial and removal from office. At The Orange County Register, he served in roles ranging from home-page editor, web analytics specialist and webcast host to systems specialist, design team leader and Local Section columnist. He's been an on-air correspondent for the Orange County NewsChannel, a news production assistant with CBS and part of the launch team at Knight-Ridder's groundbreaking Viewtron project. He is currently Managing Editor/News at USC, overseeing the USC News website and university home page. He has been teaching at Annenberg since 2003.