USCAnnenberg

**JOUR 489 Hands-on Disruption:
Experimenting on Emerging Technology
2 Units**

Fall 2021 – Tuesdays – 6-8:40 p.m.
Section: 21453D
Location: ANN 405

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Course Description

This class – "Hands-on Disruption: Experimenting on Emerging Tech" – takes students' diverse skills (reporting, multimedia storytelling, web development, design, user coding/programming, Agile development, etc.) and applies them toward the exploration and experimentation focused around an emerging technology, through the lens of journalism.

Rather than learning in isolation in a class room, this course will work with an underserved/underrepresented community to teach and train them on how to tell their own stories. The students will learn alongside the community, help produce the community's stories and amplify them through emerging tech.

(For Fall 2021, the course will focus on collaborating with the prison population community or surroundings.)

The onslaught of new and emerging technologies is disrupting the journalism industry, among others, and this class takes a moment to reflect on these technologies and do hands-on prototyping in hack-a-thon style framework.

The class will research and develop new journalism-related experiences for immersive storytelling (Augmented Reality and Virtual Reality), the new technology selected as the focus of the class, ranging from content creation to content consumption. While it will work in partnership with a community, often through a non-profit organization, it may also collaborate with media and/or technology partners, in addition with support from a variety of industry experts.

Project partners and students will be working together, navigating the different skills and digital culture, in a series trainings plus in- and out-of-class exercises that will focus on brainstorming, designing and developing emerging experiences based on the community's identified stories and needs.

This class is aimed at being an inclusive and diverse sandbox for journalism, technology and creativity that aims to democratize these new technologies. Led by the students, everyone is expected to put in work to produce creative prototypes that are aimed at a public launch.

Fall notes:
- To join the class you must get D-Clearance via the professor after having a one-on-one interview. **No prior technology experience is required**, but students are expected to do the work outlined for the semester.
- Based on class meetings prior to the semester, the students and professor will collectively determine

what underserved/underrepresented community they would like to collaborate with and which media partner to approach. We will also outline and prioritize the emerging technology to see how to implement them in the semester-long project.

- We will be working with community partners outside of the scheduled class time (which may include weekends) to conduct two or three consecutive trainings. There may be additional events scheduled in support of the semester-long project, including usability testing, premiere/debut event or panel presentation.
- Past media partners include: KCET/PBS SoCal, ProPublica, NBC, NPR, The New York Times, Reveal News/CIR, USA TODAY and many others.
- Tech partnerships include Capturing Reality (Photogrametry), DepthKit (Videogrammetry), SGO's Mistika VR (360), Insta360 (360) and Mixer (AR), Snapchat Lens Studio (AR), Reach (Volumetric).

Student Learning Outcomes

After taking this class, you should have the necessary skills to work within a development team that can prototype, either for traditional or emerging technologies. You will also have the skills needed for project and product management, working with a diverse team that will include stakeholders, journalists, designers and developers.

Overall goals include:

- Become familiar with the new technology, including its limitations.
- Engage with and train an underserved/underrepresented community through workshops.
- Using the new technology, brainstorm and sketch experiences alongside our community partner/participants to produce accurate stories that reflect their reality.
- Play an active role – based on your individual skillset and in coordination with the professor – in the group projects.
- Test experiences/projects – in different stages – to gather feedback and insights from potential users, partners and other stakeholders.
- Document, present and share our acquired knowledge throughout this course, either via our public site, meet-ups, media coverage or simply within our classroom.

We will review each draft of these pieces in class, as well as during user-testing events. In doing so, we'll break down what worked and what needed help.

Description and Assessment of Assignments

While different students will be graded on different aspects/roles of the final project, every student will complete universal tasks/assignments, including writing for the public facing site/blog, pitching ideas solo or with a team and peer teaching.

Some assignments include:

- Research and review current immersive, non-fiction pieces available to understand the technology and existing content. After consuming through a variety of formats (Desktop, 'Magic Window,' HMDs, etc.) write a paper on what worked and what didn't, identifying opportunities and weaknesses related to the current state of the technology.
- Pitch projects ideas based on researching the underserved/underrepresented community and its needs. These projects will help students better understand opportunities and issues that may present themselves during the actual production with the partners.
- Complete a series of short-term assignments testing the identified new technologies. These can include producing a short 360-video, create a photogrammetry-based 3D model and make an AR experience. Some will be done alone while others may be done as a group.
- Write a final paper reflecting on the resulting published project with the community, outlining your role in the project. Share insights learned during the project, including challenges and breakthroughs.

NOTE: The semester-long project or projects are approved by the professor to ensure a quality product is made that successfully merges the emerging technology with journalism. Once the project(s) is (are) selected, the class devises a detailed plan that ranges from reporting to sketching to making a design comp to building, user-testing and finally launching. These assignments are divided up among the class and employ the Agile framework with scrum incorporated into the weekly meetings.

Past collaborative, community projects include:
- Who We Are: More than survivors (https://morethanasurvivor.jovrnalism.io/) A multi-part series in collaboration with the community.
- Who We Are: Finding Home (http://findinghome.jovrnalism.io/) A multi-part series around the foster care community.
- Homeless Realities (http://homelessrealities.jovrnalism.io) A multi-part immersive and AR/Snapchat
- The Deported: Life Beyond the Border (http://thedeported.jovrnalism.io/) A 5-part, immersive documentary series around deportation.

The collective learning experience goes beyond the project itself. The ultimate goal is to empower voices that are often ignored and marginalized through democratizing these emerging technologies. By having diverse students work alongside underserved/underrepresented communities, they demonstrate how these technologies can better reflect the realities of the communities around us. That collaboration goes beyond the reality of the fast-paced tech world by including voices that are routinely left out. Not only do we prototype new types of stories, but we empower more voices and produce award-winning pieces.

Although specific expectations may vary somewhat for journalism/non-journalism students, all students will be expected to produce work of publishable quality. This includes professionalism in presentation, editorial decisions, editing, spelling and grammar.

Please note that specific assignments, readings and weekly subjects may be revised as the course progresses.

Every student is recommended to schedule at least one meeting with the instructor sometime around the semester's mid-point. However, you should feel free to talk to your instructor at any point during the semester.

Course Notes and Policies
This course brings diverse students from across the university, including graduate and undergraduate students. The grading type for the vast majority will be letter grades. This class will be meeting in-person, but, due to COVID-19, may have virtual situations. We will follow strict health and safety rules, including masks and social distancing.

Grades and the syllabus will be posted on Blackboard, but the main form of communication will be done through Slack: https://jovrnalism.slack.com/ Handouts, documents and PDF of lecture slides will be posted there.

In addition to class meetings, we may explore gathering via emerging, virtual platforms including Mozilla Hub, High Fidelity and others. The use of these platforms will be communicated by the professor in advance. We may also have *optional* field trips related to the industry.

Communication
There are two overarching rules: 1) Always be in communication with your professor/editor. 2) Never miss deadline. If you may have issues making deadline, please refer to rule #1.

Your professor is constantly online – it's part of his job, to the point of obsession. There is no excuse to not reach out to him whenever you have a question. Do not wait until 15 minutes before deadline or minutes after. All assignment details, deadlines and class slides will be posted weekly via the class site.

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.

Laptops are meant to enhance your in-class education, not distract from it. The professor may ask the class to close their laptops for specific moments during class, especially when we are hosting a guest speaker.

Required Readings, hardware/software, laptops and supplementary materials

REQUIRED:
JOVRNALISM app (2016). Available on both iOS (http://bit.ly/jovrnalism-ios) and Android (http://bit.ly/jovrnalism-android)
37signals (2004). "Getting Real: The smarter, faster, easier way to build a successful web application," self-published. Site: http://gettingreal.37signals.com

RECOMMENDED:
Neal Stephenson (1992). "Snow Crash," Bantam Spectra Book.
Ernest Cline (2011). "Ready Player One: A Novel," Random House.

NEWS CONSUMPTION/WEB RESOURCES
As journalists and developers for news, it is imperative that you are an informed news consumer. You must follow the news and be familiar with what is going on around the world, the country and in Los Angeles. Get local news from the Los Angeles Times, NBC4 or NPR (KPCC) daily, in addition to national news from the New York Times, CNN, etc. You should also develop a list of other news sources that you check daily; these could include LA Observed, The Daily News, Washington Post, Sacramento Bee, The Huffington Post, ProPublica, California Watch and others.

Web journalism is in constant evolution. These lists of sites are additional resources to read and learn from throughout the semester.

- Immersive Reality sites:
    Immersive Shooter (http://www.immersiveshooter.com/)
    Recode/VR (http://www.recode.net/vr)
    Road to VR (http://www.roadtovr.com/)
    UploadVR (http://uploadvr.com/)
    Voices of VR Podcast (http://voicesofvr.com/)
    VRLA - Virtual Reality Los Angeles (http://www.meetup.com/virtualrealityla/)
- Training sites:
    KDMC (http://multimedia.journalism.berkeley.edu/tutorials/)
    Lynda (http://www.usc.edu/its/lynda)
    Unity (https://unity3d.com/learn/tutorials)
    W3Schools (http://www.w3schools.com/)
- Journalism-related sites:
    American Press Institute Newsletter (http://www.americanpressinstitute.org/category/need-to-know/)
    Nieman Journalism Lab (http://niemanlab.org)
    On the Media (http://www.onthemedia.org/)
    Mediashift (http://mediashift.org/)
    Romenesko (http://jimromenesko.com/)
- Weekly Web journalism chats:
    #WJCHAT (Wednesdays, 5PM PDT)
- Tech sites:
    Hacker News (http://news.ycombinator.org/)

Reddit (http://www.reddit.com/)

ADDITIONAL COURSE MATERIALS
- AP Stylebook: Your work is expected to conform to AP style, unless otherwise noted by the instructor that another style takes precedence.
- Blackboard: The course will use Blackboard mainly for grading and syllabus. Any emails sent via Blackboard will be sent to your USC email address, so make you check that address regularly.
  - To log into Blackboard:
    - 1. Go to: http://blackboard.usc.edu
    - 2. You must use your USC login and password on Blackboard
    - 3. Click on your section
- Class Site: The course will use a customized social media site to post assignments for the course. Information about assignments THAT ARE NOT IN THE SYLLABUS will be posted on this site, as well as any supplemental readings and documents used for the course. Therefore, it is imperative that you check the site regularly for assignments and announcements. Any emails sent via the site will be sent to your USC email address, so make you check that address regularly.
  - Slack URL is: http://jovrnalism.slack.com
  - The public site URL is: http://jovrnalism.io
- Recommended Software:
  - Adobe Suite (Including Photoshop, Premiere and more)
  - Audacity (http://audacity.sourceforge.net/)
  - FTP program (Fetch or FileZilla https://software.usc.edu/index.aspx)
  - Mistika VR (https://www.sgo.es/mistika-vr/)
  - Mettle Skybox, available via Adobe (http://www.mettle.com/product/skybox/)
  - Microsoft Office or Google Docs
  - Reaper (http://www.reaper.fm/)
  - SoundSlides Plus (http://soundslides.com/)
  - Text Editor
    - Sublime Text (https://www.sublimetext.com/)
  - Unity 3D (http://unity3d.com/)
- USB flash drive/Pen drive: Although not required for in-class work or homework, you will find it convenient to have a flash drive to organize and transport files and assignments. Be sure to label your flash drive so it can be returned if you lose it.
- Web accounts: Please have an account for these Web services:
  - YouTube (http://www.youtube.com)
  - Google (http://google.com - you may already have one)
  - Oculus (https://developer.oculus.com/)
  - Twitter (http://www.twitter.com)

Breakdown of Grade
While grades are essential in any classroom, grades play a secondary role to the experience and knowledge we gain through this course. Grades are in place to monitor our progress, but also to reward our calculated risks we take in developing the final projects.

Overall course breakdown:

In-class, online participation	10 percent
Exercises/Assignments	30 percent
Pitches/Presentations	10 percent
Training/Workshop	10 percent
Final Project/Launch	40 percent
Total	**100 percent**

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

Assignments and projects are to be turned in <u>on time and in a professional manner</u>, edited to AP style, and by the assigned deadline (some projects may be time-specific).

Furthermore, major assignments will be graded on a scale of 1-100, and then translated into traditional letter grades. You can lose points for:

- AP Style, Punctuation, minor spelling errors or coding/broken links = Two to five points each.
- Clarity, organization = Five to seven points for short stories; seven to 10 points for longer stories.
- Omissions = Five points.
- Misspellings (of proper names) and/or factual errors = Automatic "F" on the assignment.

* If your stories have too many style, punctuation and/or spelling errors, you may be asked to rewrite your assignment and return it to your instructor within 24 hours, or be graded accordingly.

NOTE: As a digital journalism class, the same high journalism standards from print and broadcast disciplines are expected.

Journalism

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which case students can follow Annenberg style.

The following standards apply to news assignments.

"A" stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

"B" stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

"C" stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter's narration. Sources are repetitive or incomplete.

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

"F" stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic "F" on that assignment. Any factual error will also result in an automatic "F" on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of "F" and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more "dramatic" video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

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 work to the campus newspaper.

Grading Timeline
This hackathon-style course does <u>not</u> follow a single, predictable path, which impacts on the timeline of graded assignments. That said, the professor gives immediate feedback on assignment, aims to return grades within a reasonable time and, more importantly actively communicates with each student on where they are in the class, in terms of grading. If there is any doubt, a student should contact the professor to find out where they stand and discuss the plan and path for the remaining semester.

Assignment Submission Policy
Late assignments get a failing grade, but should be completed nonetheless within instructor's time window as they may qualify for a grade up to a "C" under the rewrite policy. Students should turn in each assignment as specified – some may be sent by e-mail, some turned in as hard copy, some posted to your web space. Do not remove materials from your web space until you have received confirmation from your instructor that the material has been graded.

This class will be carried out like a professional newsroom or tech organization. The instructor acts as editor/lead product manager and you need to be in communication during the assignments.

<u>Don't miss deadlines.</u>

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)
Link: https://classes.usc.edu/term-20213/calendar/
Friday, September 10: Last day to register and add classes for Session 001
Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001
Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: 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, October 8: 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, November 12: 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. All readings and assignments are due by deadline.

ORIENTATION AND WHY EMERGING TECH IS IMPORTANT   **Aug. 24 (Week 1)**

Intros; Class goals/infrastructure; Skills assessment
- Assignment due by Week 3: Try assigned AR/VR hardware and AR/VR non-fiction/journalism content and write/review experience - post on class site.
- Assignment due by Week 2: Write AR/VR questions for class reflective discussion.
- Reading due by Week 2: The Verge's Rise and Fall of Virtual reality http://www.theverge.com/a/virtual-reality
- Reading (prior to class): Voices of VR Podcast: #725: Discovering Storytelling Potential of VR/AR through Immersive Journalism with USC's Robert Hernandez https://voicesofvr.com/725-discovering-storytelling-potential-of-vrar-through-immersive-journalism-with-uscs-robert-hernandez/

HISTORY OF EMERGING TECH (IMMERSIVE) AND EXCLUDING VOICES   **Aug. 31 (Week 2)**

Review how we got here and who has helped shape this community
- Assignment due by Week 3: Try assigned AR/VR hardware and AR/VR non-fiction/journalism content and write/review experience - post on class site.
- Assignment due by Week 3: Research community and non-profit partner. Write three questions to start discussions around the semester topic/theme.
- Reading due by Week 3: Chapter 2 The Content Challenge from VR for News: The New Reality? Reuters Institute for the Study of Journalism's VR News report https://reutersinstitute.politics.ox.ac.uk/our-research/vr-news-new-reality

MASTER CLASS WITH COMMUNITY PARTNER   **Sep. 7 (Week 3)**

Share VR review/experiences and discuss limitations/possibilities, ethics, etc.; Community Partner meeting: introduction to community's reality;
- Assignment due next week: Craft project pitches based on Community Partner presentation.
- Read through Photogrammetry: Getting started with RealityCapture https://support.capturingreality.com/hc/en-us/articles/115001496551-Getting-started-with-RealityCapture
- Reading due next week: Read Ch. 1 of "Getting Real" | http://bit.ly/gettingreal-toc

PROJECTS PITCHES AND INTRO TO 360/VR PRODUCTION   **Sep. 14 (Week 4)**

Based on last week's presentation, present ideas that could result from the trainings; Discuss opportunities and challenges, especially ethical concerns; Introduction to 360/VR production
- Assignment due next week: In groups, produce a short 360/VR, interactive experience
- Assignment due next week: Install software required for 360 production (Mistika VR and Adobe Premiere)
- Reading due next week: USC students produce compelling, 360-video journalism with Tour Creator and other VR tools. https://edu.google.com/intl/en_au/why-google/case-studies/usc/?modal_active=none

PREPARE FOR TRAINING AND INTRO TO STITCHING   **Sep. 21 (Week 5)**

Hands-on with stitching software (Mistika VR); prepare for scheduled training with community partner
- Attend the required training with the community partner
- Assignment due next week: Stitch at least one scene from 360/VR video
- Reading due next week: An ethical reality check for virtual reality journalism https://medium.com/@tjrkent/an-ethical-reality-check-for-virtual-reality-journalism-8e5230673507#.l6t11bhom

POST-TRAINING AND STORY REVIEW   **Sep. 28 (Week 6)**
How did it go? What stories are emerging? What opportunities or potential concerns are there?
- Attend the second required training with the community partner
- Assignment due next week: Select a partner and story idea

DEEP DIVE INTO REPORTING/STORYTELLING CONTENT   **Oct. 5 (Week 7)**
How do we make these great stories, VR or otherwise; Does this change the VR story?
- Assignment due next week: Refine and present your semester-long story with community partner
- Reading due next week: Read Ch. 1 "Getting Real" | http://bit.ly/gettingreal-toc

INTRO TO PHOTOGRAMMETRY   **Oct. 12 (Week 8)**
Present updated stories and storyboards; photogrammetry 'shootout'
- Assignment due Week 10: Bring unstitched video to review and stitch
- Assignment due next week: Produce a 3D model based on eyescloud3d
- Assignment due next week: Install Snapchat Lens Studio and Facebook Spark AR

INTRO TO AUGMENTED REALITY PRODUCTION   **Oct. 19 (Week 9)**
Review 3D models the status of the story, hands-on with Lens Studio and Spark AR
- Assignment due next week: Bring unstitched video to review and stitch
- Assignment due next week: Produce an interactive AR piece

REVIEW FIRST ROUGH DRAFT (ALPHA)   **Oct. 26 (Week 10)**
Review drafts; Schedule usability testing; Continue production
- Assignment due Week 12: Draft for usability testing

POST-PRODUCTION FOR PROJECT   **Nov. 2 (Week 11)**
Use the class to do post-production.
- Assignment due next Week: Have a rough, beta draft

CONTINUE POST-PRODUCTION   **Nov. 9 (Week 12)**
Class reviews beta draft and give feedback in preparation for usability testing
- Assignment due by Final: Finalize stories, preparing to launch

USER TEST VR EXPERIENCES   **Nov. 16 (Week 13)**
Have public test experience to gather feedback and edits
- Assignment due next Week: Making post-testing tweaks and finalize project

CHANGES POST-USER TESTING   **Nov. 23 (Week 14)**
Make changes in preparation to the public launch
- Assignment due by Final: Project Memo – lessons learned and assessment
- Estimate public project launch

SOFT LAUNCH PROJECTS TO PUBLIC WEBSITE   **Nov. 30 (Week 15)**
Prepare for public launch.
- Assignment due by Final: Project Memo – lessons learned and assessment
- Schedule public project launch

Final Exam Period: Final Project—Public Launch   **Tues, Dec. 14, 7-9 p.m.**

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 Support and Advocacy - (213) 821-4710
uscsa.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/annenberg-scholarships-and-awards
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

ROBERT HERNANDEZ, aka WebJournalist, has made a name for himself as a journalist of the Web, not just on the Web. His primary focus is exploring and developing the intersection of technology and journalism – to empower people, inform reporting and storytelling, engage community, improve distribution and, whenever possible, enhance revenue. He is a Professor of Professional Practice at USC Annenberg, but he's not an academic...he's more of a "hackademic" and specializes in "MacGyvering" Web journalism solutions. He connects dots and people. He has worked for seattletimes.com, SFGate.com, eXaminer.com, La Prensa Gráfica, among others. Hernandez is also the co-founder of #wjchat and co-creator of the Diversify Journalism Project. His most recent work includes Augmented Reality, Wearables/Google Glass and Virtual Reality producing award-winning pieces under the name JOVRNALISM™. He serves on multiple national boards, organizes/runs conferences, is a lifetime member of the National Association of Hispanic Journalists and knows a lot of people in the industry. He is the recipient of SPJ's 2015 Distinguished Teaching in Journalism Award. He has made it to the frontpage of imgur several times.