



JOUR 519: Advanced Writing and Reporting for Magazine and the Web
4 Units

Spring 2022 – Thursdays – 9 a.m.-12:20 p.m.

Section: 21086D

Location: ASC 230

Instructor: Prof. Laura Castañeda, Ed.D.

Office: ASC 121-C

Office Hours: Tuesday and Thursday, 12:30-3:30 p.m. or by appointment.

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Pronouns: She/Her/Ella

Course Description

Welcome to JOUR 519, which focuses on reporting and writing magazines articles for print or online publications. The joy of magazine writing is the freedom to choose what you want to write about, and how you want to present the story. You are no longer necessarily tied to a word length or the hard news, inverted pyramid style, although you of course must still adhere to the highest standards of reporting and writing. Magazines, both print and online publications, publish everything from personal essays, profiles and how-to articles to first-person experiential articles, investigative articles and more.

For this class, the three pieces (two short, one long) you will produce must include embedded links, photos, and perhaps a chart or info graphic. We will analyze the non-fiction and magazine markets and explore employment and freelance opportunities. We also will discuss general market magazines that are designed to appeal to the mass market, such as Parade and People, to niche publications aimed at specific audiences like L.A.Taco, The Root, Teen Vogue, Ms. Magazine, Hispanic Living, Black Enterprise, Out and many others. Students will be encouraged to publish their pieces in the Annenberg Media Center or to try and freelance their stories.

In fact, pitching your stories will earn extra credit, whether they get published.

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.

Student Learning Outcomes

By the end of this course, students will:

- Understand how magazine markets operate
- Acquire the analytical skills necessary to learn what works and what doesn't work for magazine pieces

- Learn to research, develop and pitch story ideas to magazine publications
- Learn to report and write magazine pieces for appropriate publications
- Demonstrate knowledge of magazine markets and the reporting and writing of magazine pieces

Recommended Preparation: A basic newswriting and reporting course is recommended but if you haven't taken such a class, I will provide you with some extra readings.

Description and Assessment of Assignments

Students will be given a short quiz or poll about the week's reading (typically a long, narrative piece), and we will discuss that piece in class. Every student also must sign up to lead two class discussions about the week's main reading. You may sign up to lead a third discussion for extra credit. Included in the discussion: the topic, sources, quotes, tone, description, research/reporting, the writing, and who/what was left out of the story, among other things.

Three story pitches and three stories must be produced for class. One is an Op-Ed/Commentary/Essay (750words), one is a How-To or Guide-type of story (750-words) and the final is a story of your choice of around 2,000 words.

Course Notes and Policies

There is no text for this course. All readings and Power Point Slides will be posted to Blackboard, and all assignments must be uploaded to Blackboard in Word documents by the designated deadlines. Rubrics for each assignment also will be posted to Blackboard.

Required Readings, hardware/software, laptops and supplementary materials

All required readings will be posted on Blackboard.

All USC students have access to the AP stylebook via the USC library.
([https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/.](https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/))

Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on BB:

NLGJA Stylebook on LGBTQ Terminology: <https://www.nlgja.org/stylebook/>

Native American Journalists Association: <https://najanewsroom.com/reporting-guides/>

National Association of Black Journalists: <https://www.nabj.org/page/styleguide>

Asian American Journalists Association: <https://aaja.org/2020/11/30/covering-asia-and-asian-americans/>

The Diversity Style Guide: <https://www.diversitystyleguide.com>

The NAHJ Cultural Competence Handbook: <https://nahj.org/wp-content/uploads/2020/08/NAHJ-Cultural-Competence-Handbook.pdf>

Transjournalist Style Guide: <https://transjournalists.org/style-guide/>
SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

Annenberg also has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: <http://bit.ly/annenbergediting>

In addition, Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style (<https://bit.ly/AnnMediaEquitableReportingGuide>) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot (mentioned above).

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

Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, 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, and other scholarships and awards.

News Consumption and Knowledge of Current Events

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. This will help you become an informed citizen – and generate story ideas.

USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal. Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities.

Listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok.

You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others. You should follow the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black. You're encouraged to sign up for Nieman Lab's newsletter, which

publishes brief articles on important media issues. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Grading

a. Breakdown of Grade

Assignment	% of Grade
Class Participation (in-class quizzes/questions/polls)	10%
Discussion lead(s)	15%
Story No. 1 Pitch	5%
Story No. 1	15%
Story No. 2 Pitch	5%
Story No. 2	15%
Story No. 3 Pitch	5%
Story No. 3	30%
Total	100

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Journalism

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.

Add/Drop Dates for Session 001 (15 weeks: 1/10/2022 – 4/29/2022; Final Exam Period: 5/4-11/2022)

Link: <https://classes.usc.edu/term-20221/calendar/>

Last day to add: Friday, January 28, 2022

Last day to drop without a mark of "W" and receive a refund: Friday, January 28, 2022

Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 28, 2022 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, February 1

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:

Friday, February 25, 2022 [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 for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, April 1, 2022

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. In addition, all must be complete before we meet for class that day.*

Week 1 – Thursday, Jan. 13 – Review syllabus and course requirements;

Analyzing a story

We discuss what differentiates online magazines or online versions of magazines from print magazines (not much!)

We will review how to read and analyze a magazine article (we will use as an example the Jennifer Senior article, which you should have read before class today).

In-Class: Analyze the Jennifer Senior article. Short writing assignment. Prompt will be given in class. Upload to Bb.

Homework: Story Pitch No. 1 is due Jan. 27.

Readings on BB:

"What Bobby McIlvaine Left Behind," The Atlantic, by Jennifer Senior.

Week 2 – Thursday, Jan. 20 – Story Ideas; Perfecting the story pitch

Finding story ideas is one of the biggest challenges for students and veteran journalists alike. But there are strategies that can help you find stories. We also discuss how to perfect a pitch, which begins with targeting the right publication.

Guest Speaker: Chandra Thomas Whitfield, an award-winning freelance writer who has published pieces in Ebony, Essence, People, The Huffington Post, NBCBLK and others.

In-class: Small group exercise in finding a story idea. Prompt given in class. Discuss which magazine you've selected to research. Analyze and discuss ProPublica story.

Readings on BB:

"Who gave you the right to tell that story?" by Lila Shapiro.

"3 Simple Ways to Find Story Ideas," by Sally Herships, NPR.

"Where do we find our story ideas?" by Jodi Cohen, ProPublica.

"Black Children were Jailed for a Crime that Doesn't Exist. Almost Nothing Happened to the Adults in Charge," by ProPublica. Oct .8, 2021. *

And here is a sampling of Ms. Whitfield's recent work:

When will Black ballerinas take center stage?

Fake Fun, Real Suspension: A Frustrated Mom Speaks On Racial Profiling

Black, a woman and a cop: A trifecta of American complexity

Homework: Story Pitch No. 1 is due Jan. 27.

Week 3 – Thursday, Jan. 27 – Columns, commentaries, Op-Eds, Personal Essays; How-To Stories and Guides

Freelancers as well as staff writers can often write columns, commentaries, and Op-Eds. We discuss the differences between these types of pieces and how to freelance them.

We also discuss How-to Stories and Guides, which can be pegged around holidays and freelanced.

Guest Speakers: Jean Guerrero, LA Times Columnist and Annenberg Alum; Laura Castañeda (yes, you read that right), Community Opinion Editor, The San Diego Union-Tribune.

In-Class: Discuss and analyze the week's articles. Review story pitches.

Homework: Start working on first story.

Readings on Bb:

"We got here because of cowardice. We get out with Courage," by Bari Weiss.

Commentary. "Op-Ed: As a USC professor, I can't stay quiet about the administration's toxic culture," by Ariela Gross. Content Warning). LATimes.

"The 10 Best Gifts for the LA-Obsessed Friends on your List," LATimes.

The term 'Oriental' is outdated, but is it racist?

Here is a sampling of Ms. Castaneda's columns:

American Newsrooms Need More Journalists of Color

I was Babysitting My Friend's Children on 9/11. I Never Asked them What they Recalled Until Now

Here is a sampling of Ms. Guerrero's columns:

Stop Letting Hate Groups Control the Immigration Debate

Fraternities are incubators of sexual assault and other violence. Why is USC defending them?

Week 4 – Thursday, Feb. 3 – Writing Longer stories

Writing longer stories seems like it might be easier but that's not necessarily so. We can run into trouble with too much material, fuzzy focus and a lack of structure. We also must keep the reader's attention for longer periods of time and have a strong ending.

Guest Speaker: LATimes' Column One Editor Steve Padilla.

In-Class: Discuss and analyze today's readings.

Readings on BB

"The Last Children of Down Syndrome," Sarah Zhang. The Atlantic. Homework: Story No. 1 due next week.

Week 5 – Thursday, Feb. 10 – Consumer Stories

Some of the easiest ways to break into a publication is through shorter, quicker consumer stories, or stories about anything that affects our pocketbooks. These stories can also become very complicated very quickly, of course, and have been the subjects of deep investigative reporting projects.

Guest Speaker: Daniel Leavitt, founder of Inside the Newsroom, will discuss how to launch a newsletter.

In-Class: Review Story No. 1. Discuss and analyze today's readings.

Readings on BB:

"Minority Neighborhoods Pay Higher Car Insurance Premiums Than White Areas with the Same Risk," by Julia Angwin, et al. ProPublica and Consumer Reports.

Homework: Pitch for Story No. 2 due Feb. 24.

Week 6 – Thursday – Feb. 17 – Entertainment Reporting and Writing

Guest Speaker: Tomás Mier, Rolling Stone Magazine

The dream for many reporters is to cover arts, entertainment and culture. But this type of reporting can have its challenges due to the restrictions that publicists often place on the questions that can be asked. At the same time, coverage can be fun as well as deep.

In-Class: Discuss and analyze today's readings.

Readings on Bb:

"Is it Okay to Laugh at Florida Man?" By Logan Hill. Washington Post.

Homework: Pitch for Story No. 2 is due next week.

And here's a sampling of Mr. Mier's writings:

Death of Indigenous Essential Worker Sparks Debate Over Gender Identity

Lauren Jauregui Says 'Her Process was Violated' when She was 'Definitely Outed' by Perez Hilton

Mariachi Legend Vicente Fernández Dies at 81, Months After Suffering a Fall

Week 7 – Thursday, Feb. 24 – Researching and Reporting for in-depth articles

Magazine articles must be bullet proof, but not all have their own fact-checkers. We discuss how to conduct valid research, how to verify your reporting and how to write with a *point of view* without being biased. We also learn how to prep and conduct various types of interviews (email, phone, in-person and immersive).

In-Class: Review pitches for Story No. 2. Discuss and analyze today's readings.

Readings on Bb:

"To be a Field of Poppies: The Elegant Science of Turning Cadavers into Compost," by Lisa Wells. Harper's.

Homework: Story No. 2 due March 9.

Week 8 – Thursday, March 3 – Sports Writing

Sports is more than scores and stats, It is a cultural phenomenon, a business, and a form of global diplomacy. It can anger and touch the soul. It's also a lot of fun.

Guest Speaker: USC Annenberg Prof. Miki Turner.

In-Class: Discuss and analyze today's readings.

Readings on BB:

Twelve Minutes and a Life: Ahmaud Arbery went out for a jog and was gunned down in the street. How running fails Black America.

Homework: Story No. 2 due next week.

Week 9 – Thursday, March 10— Writing Profiles

Profiles can be short or long. But no matter the length, they need to sing with detail, quotes from the subject, quotes from friends and foes of the subject, snappy story structure and more. We also discuss the news hook/story angle.

In-Class: Review story No. 2. Discuss and analyze today's readings.

Readings on BB:

Loving Lies: Stephan Glass the most notorious fraud in journalism, decided he would live by one simple rule: Always tell the truth. Then he broke that rule.

Homework: Pitch for Story No. 3 is due March 24.

March 13-20 – Spring Break**Week 10 – Thursday, March 24 – Travel and Food Writing**

The ultimate dream job – get paid to travel, eat and write about it. We discuss the various outlets for these types of stories, travel stories close to home, and the increasing hunger for all things “food.”

In-Class: Review pitches for Story No. 3 (You have more than six weeks until the final story is due). Discuss and analyze today's readings.

Readings on Bb:

Tracing Mexico's Complicated Relationship with Rice

Homework: Work on Story No 3.

Week 11 – Thursday, March 31 – Women's and Men's magazines

Women's and men's magazines have been around for more than 100 years in the U.S. and have served a distinct purpose. They still exist, as evidenced by the popularity of Men's Health and GQ as well as Vogue and Ms.

In-Class: Discuss and analyze today's article.

Readings on BB:

“Why America's Black Mothers and Babies are in a Life or Death Crisis,” by Linda Villarosa.

Homework: Work on Story No. 3.

Week 12 – Thursday, April 7 – Other “niche” publications

Out magazine for the LGBTQ+ Community, Teen Vogue for young women, Ms. Magazine for older women, Men’s Health for middle-aged men, The Root and Black Enterprise for African Americans, Latina and L.A. Taco for the Latinx community – the list goes on. Hundreds of publications exist to serve hundreds of communities.

In-Class: Analyze and discuss today’s article.

Readings on Bb:

“Nose bleeds and cancer in Los Angeles: A Troubling Look at the Oil Fields in our Back Yards,” by Grist, Capital & Main and L.A.Taco.

Homework: Work on Story No. 3. Story outline due next week.

Week 13 – Thursday, April 14 – How to make a living a freelance writer

Guest speaker: Steven Blum, a regular contributor to Los Angeles Magazine and other publications.

In-Class: Discuss and analyze today’s readings. Peer review of outlines.

Readings on Bb:

“The Cruel Paradox of Linda Evangelista’s Fate,” by Rhonda Garelick. NYTimes.

And here’s a sampling of Mr. Blum’s work:

How 1950s LGBTQ Found Hope and Community in a Pioneering L.A. Magazine

These Products Promise to Keep You Safe from Unseen Threats—Are They Worthwhile?

There’s Nothing Sexy About Navigating the Dating Landscape During a Pandemic

“In the Social Media Era, Plastic Surgeons Have to Juggle Ethics and Instagram,”

Homework: Work on Story No. 3

Week 14 – Thursday, April 21 – Field Trip

Class field trip to Variety magazine if COVID protocols allow. Otherwise, we’ll schedule individual meetings to review final stories.

Homework: Draft of Story No. 3 due next week for peer review.

Week 15 – Thursday, April 28 – Peer review of final story drafts; How to turn a story into a book

In-Class: Guest Speaker: Katherine Xue-Yi Reynolds Lewis, a freelance writer whose piece for *Mother Jones* (linked below) became a best-selling book titled, “The Good News About Bad Behavior.”

Peer review of final drafts

Complete course surveys.

Readings:

[What if Everything You Knew About Discipling Kids was Wrong?](#)

And here are some other works by Ms. Lewis:

[Our Skulls Are Out-Evolving Us](#)

[Autism Is an Identity, Not a Disease: Inside the Neurodiversity Movement](#)

Final Exam Period – May 10, 8-10 a.m. – Story No. 3 is due Tuesday, May 10, at 10 a.m. Please upload it to Bb in a Word doc.

Classes end – April 29

Study Days – April 30-May 3

Exams – May 4-11

Commencement – Friday, May 13

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.symplcity.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 Student Accessibility Services - (213) 740-0776

osas.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

uscса.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://annenberг.usc.edu/current-students/resources/annenberг-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

Dr. Laura Castañeda, Ed.D. is a Professor of Professional Practice and the Associate Dean for Diversity, Inclusion, Equity and Access at Annenberg. She has been a staff writer and columnist for *The San Francisco Chronicle* and *The Dallas Morning News*, and a staff writer and editor at *The Associated Press* in San Francisco, New York and Mexico. She has freelanced for a range of publications including *The New York Times*, *NBC Latino.com*, *USA Today's Hispanic Living*, *Go Travel* and *Back to School* magazines, and *TheAtlantic.com*, among others. Scholarly articles have appeared in the journals *Media Studies* and *Journalism and Mass Communication Educator*. She co-authored "The Latino Guide to Personal Money Management" (Bloomberg Press 1999) and co-edited "News and Sexuality: Media Portraits of Diversity" (Sage Publications 2005). Castañeda was awarded the 2019 Barry Bingham Sr. Fellowship by the American Society of News Editors in recognition of an educator's outstanding efforts to encourage students of color in the field of journalism. She earned undergraduate degrees in journalism and international relations from USC, a master's degree in international political economy from Columbia University and was awarded a Knight-Bagehot Fellowship in business and economics reporting from Columbia. Her doctorate is from USC's Rossier School of Education. She also was named one of the nation's 10 journalism educators who is "making a difference" by Crain's NewsPro magazine in 2018 and named a "Disruptive Educator" by CUNY's Tow-Knight Center for Entrepreneurial Journalism in 2017. Early in her academic career, she won the Baskett Mosse Award given to an outstanding young or mid-career faculty member from the Association for Education in Journalism and Mass Communication. She also served as Associate Director of the J-School for four years.