



**JOUR 307: Reporting and Writing II**  
**3 Units**

**Spring 2022 – Tuesdays – 9-11:30 a.m.**

**Section:** 21120R

**Location:** ANN 308

**Instructor: Prof. Laura Castañeda, Ed.D.**

**Office:** ASC 121-C

**Office Hours:** Tuesday & Thursday, 12-3 p.m., or by appointment.

**Contact Info:** [lcastane@usc.edu](mailto:lcastane@usc.edu); 213-821-0762 (office); 323-445-7012 (cell).

**Pronouns:** She/her/ella

**Instructor: Graham Robertson**

**Office:** ANN 308 (classroom) or lobby

**Office Hours:** Before class by appointment or after class

**Contact info:** [gjr@usc.edu](mailto:gjr@usc.edu), 310-683-8975 (cell)

### **Course Description**

Welcome to JOUR 307 Reporting and Writing II, a continuation of JOUR 207 Reporting and Writing I. In this semester, you will research, report, write and produce different types of stories across different platforms, including radio and television, around a common theme or beat. We'll explore news judgment, ethics, and the role of accurate, relevant and thorough journalism in a diverse world.

In our initial session, we'll discuss our semester-long theme together as a class and formulate our plan for covering our beat in an interesting and thoughtful way.

In addition, this course will be taught sequentially rather than concurrently. That means we'll focus on text for the first seven weeks and audio/video in the second seven weeks rather than teaching all – text, audio and video – at the same time.

### **Student Learning Outcomes**

By the end of this course, you should be able to:

- Apply professional standards of news judgment and ethics to real-life situations.
- Report, write and revise news stories, including features and profiles, that are close to professional standards for digital and print platforms.
- Report, write, shoot and edit video and audio news stories for radio and television that are close to professional standards for digital and broadcast platforms.
- Use diverse sources to create accurate, relevant news stories.
- Use language around race, ethnicity, ability, gender, age, sexuality and gender identity, and socioeconomic status with precision in news stories.
- Evaluate current conflicts, controversies and issues in journalism and reflect on your role as a future practitioner.

**Concurrent Enrollment:** JOUR 206 Media Center Practicum. JOUR 307 students are also enrolled in JOUR 206, a weekly three-hour, 50-minute shift in the Annenberg Media newsroom based out of the Media

Center. Every journalism undergraduate takes two semesters of JOUR 206, one in Live Production and one in Community Reporting, concurrent with JOUR 207 and JOUR 307. These can be taken in either sequence.

### **Description and Assessment of Assignments**

Your assignments are designed to help you develop as a writer, reporter and emerging journalist. They include homework (story pitches, source lists and story drafts, exercises,) cross-platform news stories, student presentations and a reflection paper. All drafts and in-class assignments will be credit/no-credit. They must be turned in on-time and you must be present in class to receive credit.

There are four text and three audio/video stories assignments, which increase in complexity as the semester progresses. You should expect to turn in story drafts and revise these based on instructor feedback.

You'll also work with a group on a presentation that explores a current controversy or issue in journalism and facilitate a class discussion about the following topics: Bias, Objectivity, Fake News and Diversity.

At the end of the semester, you will write a brief reflection on what you've learned in the course.

There is a participation grade in this class, which will be evaluated by in-class assignments as well as your constructive feedback during classroom discussion, peer presentations and guest speakers.

### **Course Notes and Policies**

We will use class time to learn actively, and we ask that you make every effort to stay focused and attentive during class. We'll take breaks so you have a chance to check your email and phone. Please refrain from doing non-class related activities during our active learning times.

There is a participation grade in this class, which will be evaluated by in-class assignments as well as your constructive feedback during classroom discussion, peer presentations and guest speakers.

This class involves robust discussion, in-class assignments and peer review and editing. We believe we can all learn from each other. It's our intention to foster a culture of respect, which includes pronouncing your name correctly and using your chosen pronouns. Please speak up if that's not happening. We will discuss class norms in more detail during the first class session. If you feel the classroom norms are not being followed by your instructors or classmates, you can use this form to provide anonymous feedback.

Please feel free to reach out with questions about the assignments or general feedback about the class either via email or scheduled meeting. If you can't make office hours, we can usually work out another time to meet. The best way to reach Prof. Castañeda is through email. I will respond to emails in one business day, and regularly check emails from 9 a.m. – 6 p.m. Monday through Friday. If you have a truly urgent question that must be answered outside of those times, please text Prof. Castañeda on her cell phone at 323-445-7012. The best way to reach Prof. Robertson on his cell phone at 310-683-8975

We expect you to turn your assignments in on time. We'll deduct points for missing deadlines, so please reach out early and often if you're having trouble meeting those deadlines.

Please post your text stories and video and audio scripts to Blackboard in a Word document or a shared Google document. **Please do not submit assignments in a PDF. Annenberg students have access to Microsoft Office, which includes Word.** Use the template provided for audio/video scripts, a double column format with the narration and sound appearing on the right and visuals on the left. Please write, word for word, everything the reporter and interview subjects say in your audio/video script.

Video stories should be submitted to Xchange. Here's a step-by-step guide on how to do that: <http://www.annenbergdl.org/tutorials/xchange-student>. If you need help with editing or Xchange, FacTech staff is available in the Media Center during regular business hours.

Because this course is about developing your skills as a professional journalist, we're expecting you to interview sources outside of your friends and family. If there are good reasons to include them in your story, please talk to us about this in advance.

This semester, we'll be focusing our reporting efforts on the communities in South Los Angeles.

### **Required Readings, hardware/software, laptops and supplementary materials**

We'll expect you to use AP style in all of your assignments. All USC students have access to the AP stylebook via the USC library at this link:

[https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc\\_edu/](https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/)

#### **Cross-Cultural Journalism: Communicating Strategically About Diversity, 1st Edition**

by [Maria Len-Rios](#) (Editor), [Earnest Perry](#) (Editor)

**ISBN-13:** 978-1138784895

**ISBN-10:** 9781138784895

Other readings and videos will be posted to Blackboard. Please complete all readings/video watching assigned for the week before we meet for class; they will make you a better journalist and you will be prepared to participate fully in the day's session.

If you are having trouble accessing the books for any reason, please reach out to us and we will help

The following style guides also are available on BB:

NLGJA Stylebook on LGBTQ Terminology: <https://www.nljga.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. 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. You should read them regularly, as well as check other news sources, including the Daily Trojan and Annenbergmedia.com, listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations on social media.

You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important media news. You can do that here: <https://www.niemanlab.org/subscribe/>. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. 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 Eatsider, The Armenian Weekly, High Country News, the Asian Journal and others.

### **Grading**

#### **a. Breakdown of Grade**

<b>Assignment</b>	<b>% of Grade</b>
Text story #1 (750-word data feature)	5%
Text story #2 (800-word Profile)	10%

Text story #3 (850-word Second-day story/Sidebar)	10%
Text story #4 (1,000-word Feature)	20%
Audio/video Story #1 (vox pop)	5%
Audio/video story #2 (profile)	10%
Audio/video story #3 (reporter package)	15%
Homework (story pitches, drafts, source lists, assigned exercises, broadcast leads, VSVs, video sequence, HW reporter package)	15%
Ethics group project	5%
Participation (includes in-class assignments, peer review, final reflection)	5%
<b>TOTAL</b>	<b>100%</b>

### 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](mailto:dt.city@gmail.com) for more on how to pitch work to the campus newspaper.

### **Grading Timeline**

Graded work will be returned to you within a week or sooner unless specified by the instructor.

### **Assignment Rubrics**

Rubrics for all assignments will be uploaded to Blackboard.

### **Assignment Submission Policy**

- 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 0.
- Assignments must be submitted via Blackboard for text, and via Xchange for audio/video.

Students are encouraged to submit their work for consideration to Annenberg Media and its verticals, 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.

**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 8, 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 readings and all videos that are listed for the week must be completed/viewed before we meet for class that day.**

**Week 1 – Tuesday, Jan. 11 – Hard News v. Features, Working a Beat, Finding Story ideas, Pitching stories**

Class intros, syllabus review

Class norms

Ethics assignment sign-up. They will be done in-class throughout the semester.

Discuss class “beat” for the semester

**Lecture:** Hard news v. features; how to work a beat; how to find story ideas, how to pitch stories

**Readings in Text:**

Len-Rios & Perry, Chapters 2 and 3

**Readings on Bb:**

[Annenberg Media social media guidelines](#)

[SPJ Code of Ethics](#)

[Pacinthe Mattar, “Objectivity Is a Privilege Afforded to White Journalists,”](#)

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

[Attribution, by Tim Harrower](#)

**In-class:** Students will write a hard news text brief from an assigned fact sheet. This is a diagnostic exercise that will not count towards your grade.

**Homework:**

Three short feature pitches are due next week on Bb in a Word doc. Follow the pitch template on Bb.

## **Week 2 – Tuesday, Jan. 18 –Learning about a Beat/Community, Developing Sources, Producing General Features**

How do you learn about a beat and/or community? How do you find out who's who? How can you make sure you are including a diverse set of voices and issues?

How many sources are enough for a story? How can you find and reach out to sources?

**Lecture:** Learning about a Beat/Community, Developing Sources, Producing General Features

**Readings in text:**

Len-Rios & Perry, Chapters 5 and 6

**Readings on Bb:**

Lettrell Deshan Crittenden and Andrea Wenzel, For BIPOC communities, the local news crisis extends beyond major cities.

**In-class:** Review pitches.

**Homework:**

Story #1 (800-word data feature) due next week. Upload to Bb in a Word doc.

## **Week 3 – Tuesday, Jan. 25 – Reporting and writing, “sidebars,” “second-day” and “localized” stories; story structure; nut grafs**

In addition to a main general feature story, there are many others, including the “sidebar” or “second-day” or “follow-up” or “localized” a story. The idea is to tell **your** audience something in a fresh way or give them info that is specific to **them**.

How do you structure a feature story?

What's a nut graf? We'll find out.

**Lecture:** Reporting and writing, “sidebars,” “second-day” and “localized” stories; story structure; nut grafs

**Readings in Text:**

Len-Rios and Perry, Chapters 7 and 8

**Readings on Bb:**

Summer Fields, What would happen if every journalist defined their own mission?

<https://medium.com/trusting-news/what-would-happen-if-every-journalist-defined-their-mission-e85738df31dd>

**In-class:**

Review Story No. 1.

**Homework:**

Start thinking about people to profile; Pitches due Feb. 8.

**Week 4 – Tuesday, Feb. 1 – Interviews – deadline and non-deadline – across all platforms; Writing profiles**

Good interviewing takes practice. We'll review some basics, how to make the "ask," do's and don'ts, how to take notes, how to avoid tech fails and how to hone your observational skills. Interviewing skills are especially important for producing profiles of individuals.

We'll also learn how to write short and long profiles of individuals.

Lecture: Interviews – deadline and non-deadline – across all platforms; Writing profiles

**Readings in text:**

Len-Rios and Perry, Chapters 9 and 10

**Readings on Bb:**

"Profiles," Tim Harrower.

**In-class:**

Practice interviews.

Ethics: Bias

**Homework:**

Pitches for Story #2 due Feb. 8. Have two or three profile possibilities. Be sure to think about access to these people.

**Week 5 – Tuesday, Feb. 8 – What does “inclusion” really mean in a newsroom and in news stories?**

We'll review the Fault Lines method for sources and stories. We'll also learn about various sources available to journalists to make sure their work is the most accurate it can be.

**In-class:** Review profile pitches.

**Homework:**

Story #2 (800-word profile) due Feb. 15. Please upload in a Word doc to Bb.

**Readings in text:**

Len-Rios & Perry, Chapters 1 and 4

**Week 6 – Tuesday, Feb. 15 – Reporting and Writing Longer Features**

Short features are one thing, but longer features are another. We'll discuss how to think about, organize, report on, and structure longer features as you start thinking about Story #4, which will be around 1,000 words long.

**Lecture:** Reporting and Writing Longer Features

**In-Class:**

Review Story No. 2.

**Homework:**

Pitches for Story #3 due Feb. 22 (850-word follow-up, sidebar or localized story).

**Readings from text:**

Len-Rios and Perry, Chapters 11 and 12

**Readings on Bb:**

“The World of Features,” and “Feature Style,” Tim Harrower.

**Week 7 – Tuesday, Feb. 22 – Solutions Journalism and being a good self-editor**

Solutions Journalism, or SOJO, focuses on news about a response to a problem, and how that response worked. Stories provide insights that can help others and discusses limitations to the “solution” that was used in response to a problem. It tells readers how problems are being solved.

Everybody and I mean everybody, needs a good editor. An editor can help you focus a fuzzy idea or narrow a broad topic into a story. A sharp copy editor will not only fix every AP style and grammatical error but also find holes in logic. Because editors are in short supply nowadays, you must learn how to become your own editor.

**Lecture:** Solutions Journalism and being a good self-editor

**Readings from text:**

Len-Rios and Perry, Chapters 13, 14 and 15.

**Readings on Bb:**

Andrea Wentzel, “Community-Centered Journalism,” Chapter 1

**In-Class:**

Review story pitches.

Ethics: Objectivity

**Homework:**

Story No. 3 (850-word sidebar, second-day or localized story) due March 1. Please upload in a Word doc to Bb.

**PLEASE NOTE: Story No. 4 (final text story) should be around 1,000 words long. Below is the schedule for the pitch, draft and final version.**

Text story No. 4 – Pitch – due March 22.

Text story No. 4 – First Draft due April 19

Text story No. 4 – Final due May 10, 10 a.m.

**Week 8 – Tuesday, March 1 – Writing for Broadcast**

Broadcast writing basics.

**In-Class #1:**

Students will write broadcast leads and review together.

Review basics of reporting safety, what makes something newsworthy. How do you know who to talk to? How many sources are enough? Review attribution. Using social media to identify sources.

**Homework:**

Broadcast leads: Write 10 broadcast leads from material supplied by instructors. Due next week.

Vox Pop Story #1: Collect, write and edit a one-minute audio or video “vox pop.” You will write a script, using the template provided, which should contain an introduction and the verbatim, word-for-word description of what people say, and edit your vox pops together. If you’re creating a video, identify all the subjects by their full names on screen. For an audio piece, identify them in an “outro” of your script. Upload the completed video/audio to Xchange and Blackboard and the script to Blackboard. **Due Week 11 (March 29).**

**Readings:** Kovach & Rosenstiel Chapters 1& 2

**Week 9 – Tuesday, March 8 – Video Storytelling**

What makes a good video story, and how is that different from a text only story?

**In-Class #1:** Practice VO, SOTVO and writing to picture.

What makes a good soundbite in TV or radio? Writing in and out of sound for audio or video

**In-Class #2:**

Practice news interview basics.

Ethics: Diversity

**Homework:** Write a VO and SOTVO from material supplied by your instructor. Due next week.

**Readings:** Kovach & Rosenstiel Chapters 3 & 4

**March 13-20 – Spring Break**

**Week 10 – Tuesday, March 22 – Video and Audio Editing**

Editing techniques review

**Due: Pitch for text Story No. 4 due today.**

Hands-on edit workshop with FacTech.

Review copy editing.

**In-Class #1:** Copy editing practice with peer’s VO, SOTVO assignment. Shooting sequences and telling a story with pictures. Video profiles.

**In-Class #2:** Shooting and editing a video sequence exercise.

**Discussion:** Avoiding Stereotypes and Stigma

**Homework:** Short video sequence as assigned by instructor. Due next week.

Readings: Kovach & Rosenstiel Chapter 5

**Week 11 – Tuesday, March 29 – Identifying and Producing Video and Audio Profiles**

**In-Class #1:** Review pitch for 1:00 video profile story and approve in class.

Ethics: Fake News

**Vox Pops due today.**

**Homework:**

Identify two good video interviews on a local or national newscast. Pay close attention to composition, lighting and content.

Be prepared to discuss your selection in class next week.

Readings: Kovach & Rosenstiel Chapter 6

**Week 12 – Tuesday, April 5 – Becoming a Storyteller**

Shooting a video interview.

**In-Class #1:** Practice shooting interviews

Reporter packages in TV and radio

What goes into a reporter package? How is it different from a VSV? Reporter standups/bridges

**In-Class #2:** Write and edit a reporter package from material supplied by the instructor.

**Homework:**

Audio/video profile story #2. Due next week.

Pitch, shooting list and source list for reporter package audio/video story #3. Due next week.

**Week 13 – Tuesday, April 12 – Reporter Packages**

**Due: audio/ video profile due today. Review in class**

**In-Class #1:** Review and approve pitch for reporter package audio/video story #3

Preparing for your final story reporter package. This is a story about an issue or news event that goes beyond event coverage. It should advance a story or break news.

**Homework:** First draft of your reporter package story #3 due next week. First draft of text Story No. 4 due next week.

Readings: Kovach & Rosenstiel Chapter 7 & 8

**Week 14 – Tuesday, April 19 – Peer Review of final package, story drafts**

**Due:** First Draft of reporter package #3 due today; first draft of Text Story No. 4 due today.

**In-class:** Peer reviews of stories.

**Homework:** Continue working on final story drafts.

**Week 15 – Tuesday, April 26 – Instructor feedback, course wrap-up, reflection paper**

**In-Class #1:** Review and feedback from instructors for reporter package story #3 first draft; Text Story No. 4 drafts.

**In-Class #2:** Fill out USC course evaluations.

You will also provide feedback on the following questions:

- What is one activity or reading that best facilitated your learning and why?
- What is one activity or reading that was least useful to your learning and how would you change it?

**In-Class #3:** Discuss the final reflection paper. Complete in class.

**Homework:**

**Finish final stories, both due May 10 at 10 a.m.**

**Upload the completed reporter package to Xchange and Blackboard and the script to Blackboard.**

**Upload text story in a Word doc to Bb.**

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](http://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](http://policy.usc.edu/scientific-misconduct).

*USC School of Journalism Policy on Academic Integrity*

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

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

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

## **b. Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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 Student Accessibility Services - (213) 740-0776*

[osas.usc.edu/](http://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*

[uscsa.usc.edu](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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 Instructors**

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.

Graham Robertson is a national Emmy Award winning producer at NBC Network News. Well, that should probably read "was" since I recently returned from my five day a week job. I spent a majority of my career at NBC News. I was lucky enough to work at the network three different times. (Twice in Los Angeles and once in Chicago.)

I began my career at City News Service/Radio News West in Los Angeles. From there I worked at an all-news radio station in Phoenix. My next step was into TV news. I worked as a producer/reporter at KPHO in Phoenix. In local news I have worked as a producer/reporter/anchor/assistant news director and news director. I worked at KPHO twice, WTVH In Syracuse and KOMO in Seattle. Along the way, when I was able, I taught part-time. Stops included Arizona State University, Syracuse University and at USC since 2001. I earned a B.S. in Communication from Northern Arizona University and an M.S. in Communication from Arizona State University.

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