



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

Spring 2022 – Wednesdays – 12-2:30 p.m.

Section: 21125R

Location: ANN 308

Instructor: Makeda Easter

Office: Zoom or in person

Office Hours: TBA, by appointment

Contact Info: measter@usc.edu

Pronouns: she/hers

Instructor: Allan Lopez

Office: Ann 102 or Zoom

Office Hours: Wednesdays, 2:30-3:30 p.m.

Contact Info: ajlopez@usc.edu Or Slack

Pronouns: he/him

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. This semester, we'll be covering the communities immediately outside of USC, Jefferson Park and Exposition Park.

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 a range of sources to create accurate, relevant news stories that reflect our diverse society and prioritize accuracy, truth, transparency, context and inclusivity.
- Use language around race, ethnicity, ability, gender, age, sexuality and gender identity, and socioeconomic status with precision in news stories.
- Critique current conflicts, controversies and issues in journalism.

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.

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 topic.

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

There is one additional training module on using AP style around race and ethnicity. You will be quizzed on this.

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. Easter and Prof. Lopez is through email. We will regularly check emails from 9 a.m. – 6 p.m. Monday through Friday.

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 around USC, Jefferson Park and Exposition Park.

Required Readings, hardware/software, laptops and supplementary materials

Weekly reading assignments will be posted to Blackboard. These readings will be essential to group presentations, classroom discussions and exercises conducted during class sessions.

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/.)

We'll expect you to use 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://najanewsroom.com/reporting-guides/>

<https://www.nabj.org/page/styleguide>

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

The Diversity Style Guide: The NAHJ Cultural Competence Handbook:

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 (<http://nytimesaccess.com/usc/>), and the Los Angeles Times (<https://my.usc.edu/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. 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 L.A., The Armenian Weekly, High Country News, the Asian Journal and others.

You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., 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're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. 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
Vox Pop (audio/video story #1)	5%
Data story (text story #1)	10%
Homework (broadcast leads, VSV, video sequence, HW reporter package)	10%
Profile (audio/video story #2)	10%
Profile (text story #2)	10%
Ethics presentation	5%
Reporter package (audio/video story #3)	15%
Feature story (text story #3)	10%
Final text story (text story # 4)	15%
Participation (includes in-class assignments, peer review, journal entries and final reflection)	10%
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 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.

Accuracy is your number one priority. Your reputation as a journalist and the reputation of the news organization for which you work hangs in the balance. Is the information accurate, is the grammar correct, are the names spelled correctly? Have you properly identified the sources of your report? Is the writing clear and concise? Have you written a lede that will grab attention? Is the style and tone appropriate for the report?

In addition to being ethical in developing and writing your stories, it is important that you also consider diversity. When looking at your work, you should consider who is involved and how it will impact others. Is your work fair and does it represent all stakeholders in a balanced manner? This class helps you learn how to write in a manner that includes diverse viewpoints. That means socioeconomic/class, race/ethnicity, religion, gender/sexual orientation, geography and generations in the context of current events and journalism.

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 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

Week 1 1/12

Review syllabus and expectations for class norms.

Sign up for ethics/issue presentations.

Discuss semester-long beat.

In class: Students will write a hard news text brief from an assigned fact sheet. This is a diagnostic exercise.

Broadcast writing basics.

Students will write broadcast leads and review together.

Homework: Broadcast leads. Write broadcast leads from material supplied by instructors.

Due next week.

Week 2 1/19

Week 2 Learning about a community

Due: Broadcast leads

Using data to research a community

Finding sources

Review attribution. The role of the journalist.

In Class: Write a journal prompt about how you see your role in journalism, based on some of the categories described by Kovach and Rosenstiel in the reading.

Work in pairs to create source lists with contact information for our beat. You'll use these for your first assignment, a "vox pop." The class will formulate the one or two questions for the homework vox pop assignments. We'll review our source lists in class. What's missing? How can we find more sources from our beat?

Broadcast: Vox pop and MOS basics. Review how to do vox pops

<https://www.youtube.com/watch?v=z5BeaGr5SDk> Radio Rookies

<https://ww2.kqed.org/education/vox-pop-curriculum/> KQED Vox Pops

In class: We'll do a sample "vox pop." You'll work in groups to decide on a question you want answered, and then collect "vox pops" via your phone. We'll review together in class.

Homework: Collect, write and edit a one-minute audio or video "vox pop" in which at least five people answer the one or two questions selected by the class. You can use your phone to record your interview subjects. 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 onscreen. For an audio piece, identify them in an "outro" of your script.

Upload the completed video/audio to Exchange and Blackboard and the script to Blackboard.

Readings:

Harrower, pp 84-85 (attribution) on BB

Kovach and Rosenstiel, [What We Need from the Next Journalism](#)

Vox Pop Handout from Prof. Willa Seidenberg

https://docs.google.com/document/d/1gTc6Rq6LZs1n7jLyxRH-o_yrSScpf85UXHvvdZqotNI/edit

Vox Pop Tips

<https://resources.uscannenberghmedia.com/2016/08/the-what-why-and-how-of-vox-pops/>

Week 3 1/26

Story Pitches, nut grafs and vos

Due: Vox pops

Issue/ethics presentation #1. Topic: Objectivity. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt about this topic.

Nut grafs. What's important about this story for your audience?

In class: Find the "nut grafs" in stories

Story pitches. How do you go from a general topic – "housing" – to a specific story with a fresh news angle? How can you find a story from data or numbers?

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

In-class: Practice VO and writing to picture

Homework: Write a story pitch for your first text assignment, a 750-word story drawn from a data source. Write a VO from material supplied by your instructor.

Readings:

Wes Lowery, "A Reckoning Over Objectivity, Led by Black Journalists."

<https://www.nytimes.com/2020/06/23/opinion/objectivity-black-journalists-coronavirus.html>

Tom Rosenstiel Twitter thread <https://twitter.com/TomRosenstiel/status/1275773988053102592?s=20>

Sara Li, Journalistic objectivity isn't realistic, young reporters say. Teen Vogue. 3/6/2020

https://www.teenvogue.com/story/objectivity-neutrality-not-option-some-journalists?mbid=social_twitter&utm_brand=tv&utm_social-type=owned

Week 4 2/2

Interviews, observation, choosing quotes in text, TV and radio

Due: Story pitch for data story/homework VO

Interviewing and finding sources, taking notes, observations

In class: Review pitches and VO homework. Practice interviews. Practice observation writing.

Broadcast: What makes a good soundbite in tv or radio?

In class: Writing in and out of sound for audio or video

Homework: Write the first draft of your 750-word story.

Readings:

Harrower Pp 48-57 (Story structure, rewriting copyediting) on BB

Week 5 2/9

Copy editing, story structure, verification

Due: First draft of text story

Review copy editing

Structuring a story

In class: Copy editing practice with peer's first draft.

Verification exercise

Broadcast: Writing a VSV. Practice in class.

Homework: Complete your text story.

Readings: Harrower pp 124 – 125 Profiles

Kovac and Rosenstiel, "The Essence of Journalism Is a Discipline of Verification."

<https://niemanreports.org/articles/the-essence-of-journalism-is-a-discipline-of-verification/>

#~:text=%E2%80%9CIn%20the%20end%2C%20the%20discipline,

%2C%20fiction%2C%20or%20art%E2%80%A6.&text=Perhaps%20because%20the%20discipline%20of,jou
rnalism%E2%80%94%20the%20concept%20of%20objectivity.

(On BB) Methods of reporting case study: The Rolling Stone UVA campus rape story--materials posted to BB

Week 6 2/16

Profiles

Due: text story

Profiles – What makes someone newsworthy?

In class: Research people for a profile and share with class. Peer feedback.

Broadcast: Shooting a video interview, sequences and telling a story with pictures.

In class: Shooting sequence/interview practice.

Homework: Profile pitch, short video sequence as assigned by instructor.

Readings: Methods of reporting case study: The Harvey Weinstein stories--materials posted to BB

Week 7 2/23

Intersectionality, using diverse sources

Due: Profile pitch/ short video sequence

Expanding your sources

In class: Review profile pitches for a 750-word text and 1:00 video story and approve in class.

In class: Look at the sources you've used so far this semester and add to the class spreadsheet of sourcing (gender, race/ethnicity, sexuality, occupation.) What do your sources reflect? Write a brief journal prompt on your own sourcing, including goals for expanding the diversity of your sources.

Homework:

A draft of the text profile is due next week.

Small group presentation #2 is due next week

Readings:

Carla Murphy, Introducing the Leavers

<https://source.opennews.org/articles/introducing-leavers-results-survey/>

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

<https://www.cjr.org/analysis/for-bipoc-communities-local-news-crisis-extends-beyond-major-cities.php>

Elizabeth Greico, U.S. Newsrooms still struggle with racial and gender diversity

<https://betternews.org/u-s-newsrooms-still-struggle-racial-gender-diversity/>

Week 8 3/2

Due: Text profile draft/ video profile draft

Issue/Ethics #2: Newsroom diversity. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt.

Homework: finish stories

Readings: Harrower 116 – 133 (features and other story styles)

Mattar, "Objectivity Is a Privilege Afforded to White Journalists," <https://thewalrus.ca/objectivity-is-a-privilege-afforded-to-white-journalists/>

Bailey, Implicit Bias in Journalism <https://niemanreports.org/articles/how-implicit-bias-works-in-journalism/>

Week 9 3/9

Due: text and video profile

In class: Review your profiles, Discuss feature stories

Homework: pitch for text feature

Spring Break 3/16

No class

Week 10 3/23

Due: feature story pitches

Discuss feature story pitches

Broadcast: Reporter packages—the reporter's presence and when to use it.

In class: Practice writing a package

Homework: Write and edit a reporter package from material supplied by instructor, including a standup.

Andrea Wentzel, "Community-Centered Journalism," Chapter 1

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>

Week 11 3/30

Due: Reporter package homework/ feature story draft

Review in class.

In class: Ethics/Issue #3 Trust in News. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt about trust in news.

In class: What's your mission statement as a journalist?

Building trust with an audience/solutions journalism

Solutions Journalism – looking at news coverage through a different lens, and trying to provide answers for communities.

Feature story due next week

Readings:

Joshua Benton, Here's how much Americans trust 38 major news organizations (hint: not all that much!)

<https://www.niemanlab.org/2018/10/heres-how-much-americans-trust-38-major-news-organizations-hint-not-all-that-much/>

Week 12 4/6

Due: Feature story

Review in class

Broadcast: Live reporting.

Homework: Story pitch for final reporter package and 1200-word text story

Week 13 4/13

Due: Story pitch for final story

Review in class; peer and instructor feedback.

In class: Student presentations #4 State of the News. A small group of students will present on this topic, drawing on the readings and other materials, and leading a class discussion. All students will submit a brief written answer to a prompt.

Homework: Polished draft for final text story/draft of reporter script due in two weeks

Week 14 4/20

Young alumni panel

Week 15 4/27

Due: story drafts. Discuss in class.

Final Exam Period **Friday, 5/6, @ 11 a.m.-1 p.m.**

In-class presentation of final stories.

Internships

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

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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

USC School of Journalism Policy on Academic Integrity

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

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

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

b. Support Systems

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

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university

also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of 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

ucsa.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 Instructors

Makeda Easter is a freelance arts journalist who most recently worked at the Los Angeles Times as a staff writer. While covering the intersection of the arts and identity, she wrote about street dance activists who use Black social dances to fight racism, a Native playwright whose most successful work skewers white wokeness and the impact of COVID-19 on artists who are incarcerated. A project she led on how social media is democratizing the dance industry won an Online Journalism Award in 2020. Makeda became interested in journalism while working as a science writer for a university supercomputing center. She received her bachelor's degree in science, technology and international affairs at Georgetown University.

Allan Lopez is an award-winning news writer and producer who's covered local, national and international news. He brings more than 20 years of professional journalism experience into the classroom. Prof. Lopez has worked for several English and Spanish language media outlets including KTLA, ABC Network News and Univision. During his career, he has covered breaking news, entertainment, sports, technology, and financial news. He is also passionate about Latinx issues, with experience covering immigration and culture stories in the United States, Mexico, and Central America. He is a graduate of Azusa Pacific University, and he obtained his higher education teaching certification from the Derek Bok Center for Teaching and Learning at Harvard University. Allan is also a member of the National Association of Hispanic Journalists, the Society for Professional Journalists, and the National Academy of Television Arts and Sciences.