USC Annenberg

JOUR 320: Introduction to Coding for Storytelling
2 Units

Spring 2022 – Mondays – 6-8:20 p.m.
Section: 21170R
Location: ANN 307

Instructor: Grace Manthey
Office: Room or meeting area/zoom
Office Hours: By appointment
Contact Info: gmanthey@usc.edu, cell: 907-229-8360
Pronouns: She/her

Course Description
The internet has radically changed how we consume the news. Text, audio and video used to be siloed, with each form of media relegated to print, TV and radio, respectively. Audiences now expect to interact with news content that has all these previous forms of media combined, as well as complex data. No one knows exactly what content presentation will look like in 10 years, let alone in five years. It changes month to month, day to day. But one thing is certain: consumers expect current technology and up-to-date design. The most brilliant piece of investigative journalism still needs to look good and conform to coding best practices if it is to have an impact.

In this course you will learn the basic web technologies (HTML, CSS, JavaScript and jQuery) needed to build modern interactive multimedia projects. In addition, you will use contemporary storytelling skills to create advanced online story packages with multiple elements, including text, visuals (video, photos, graphics, etc.), audio, interactivity and navigation, with heavy emphasis on web development and coding. You will conceive, design, code and produce an advanced multimedia package.

Why are you learning these skills when apps and templates already exist to publish news stories? WordPress and other tools are indeed helpful when presenting a basic article that contains just words and photos. But the moment you want to do something creative, something that will draw the reader into the story and make her interact with its content, these plug-and-play tools become very restrictive. When you know how to write your own code, the possibilities for digital storytelling are endless.

The class will meet once a week for direct instruction, hands-on exercises and more. You will practice your coding skills with focused assignments. In addition to your assignments, you must pitch and produce one longer project during the semester.

While coding is the next crucial skill for creative professionals, not everyone will come out of this course as a developer. But no one will be left behind, and at the very least you will understand the role and potential for web development in the present and future of the creative professions. You will also be able to communicate your ideas in the vocabulary of web development. That in itself is invaluable in getting you a job in today's market.

Student Learning Outcomes
The goal of this course is to teach you how to use front-end web development to produce engaging and innovative multimedia stories.

By the end of this course you should be able to sketch, design and code a mobile-friendly website from scratch, using HTML, CSS, JavaScript and JQuery plug-ins to tell a rich multimedia story. Building on your journalistic storytelling skills, this class focuses solely on the creation and production of stories told only via the web.

Description and Assessment of Assignments

Assignment 0: Multimedia/interactive examples. Due Week 3.
Assignment 1: HTML/CSS problem set. Due Week 5.
Assignment 2: Flexbox and responsive design. Due Week 6.
Assignment 3: JQuery problem set 1. Due Week 10.
Assignment 4: JQuery problem set 2. Due Week 13.
Final Project: Due on day of scheduled final exam – 5/9.

Assignment 0: Multimedia/interactive examples. [Due Week 3]
The objective of this assignment is for you to become active – rather than passive – consumers of news interactive websites. You will find three examples of multimedia/interactive websites (some examples are provided below in the Week 1 breakdown), and discuss what you like about the project, what you might have done differently and what you might like to incorporate into your final project. The point is to deconstruct what you are looking at rather than passively consuming it.

Also: Add a brief paragraph (three or four sentences) about yourself: where are you from, what is your main interest (journalistically), what coding experience you have, what you would like to get out of this course.

You will be adding your submissions to a Google Doc that will be shared with you. Do not email or set up your own Google Doc or Word doc with your submission.

Assignment 1: HTML/CSS problem set. [Due Week 4]
During the first few weeks, we will be learning HTML (the structure of a web page) and CSS (the look/design of a web page). This assignment is an exercise in deconstruct an image of a web page and reconstruct it using HTML and CSS, all of which we will practice in class.

Assignment 2: Flexbox and responsive design. [Due Week 6]
Responsive design (i.e. making your web page look good on any size screen) is a crucial part of modern web design. It is done (largely) using CSS. This assignment will have you practicing responsive design techniques learned in Weeks 4 and 5.

Assignment 3: JQuery problem set 1. [Due Week 9]
Week 6 begins our leap into interactivity using JQuery and JavaScript. These technologies add action to a web page. Nobody wants to stay on a static web page. For this assignment you will be practicing technics to dynamically change items on a page with a click, hover or scroll to create engaging storytelling elements.

Assignment 4: JQuery problem set 2. [Due Week 12]
Continuing with interactivity using JQuery and JavaScript, we'll look at dynamically changing a web page depending on data hidden in an element that is clicked or hovered. This is a very powerful technology that allows for some dramatic possibilities for presenting your video, audio, text and photo content.

Final Project: [Due on day of scheduled final exam – 5/9]
For your final project you will be creating an interactive web project from scratch using HTML, CSS and JQuery/JavaScript. You have the option to use content from one of your reporting classes, but it doesn't have to be. An 'A' project will have extra creativity, taking the techniques you learned and taking them to the next level. A 'B' final project will simply take the demo elements we learned in class and simply add them to a new page with your own content.

Assessment:
This is a coding class so format, neatness and documentation will be graded. I will take up to 2 (of 20) points off for bad formatting on any given assignment.

Your submissions should look as much as possible as the demo page, not just sort of like it. (Although I do encourage people to choose their own colors if they wish!) An 'A' submission is so accurate that I can't tell the difference between the demo page and your submission. Creativity: If you love design and want to go to town on a particular assignment, please do, BUT only after you have proven you know how to make it look as close to the particular assignment example as possible. You can't break grammar rules until you have proven you know and can implement the grammar rules, otherwise it is just a grammatical error.

Points will be taken off if problems on assignments are not completed.

If on your assignments you simply copy and paste a classmate's work into your assignment, your instructor will be able to tell, and you will not get any credit. That is also called plagiarism. If you hire someone or get your engineering roommate to do your assignments, we will also be able to tell and this is grounds for failing the course (and worse: see the plagiarism policies below under IX. Policies and Procedures).

The content of your projects must meet all journalistic standards: adherence to AP style, grammatically correct, well proofed, and most importantly, the work must be your own (see the plagiarism policies below under IX. Policies and Procedures).

Submission: You will submit Assignments 1-4 and the final project by zipping up your project folder and submitting it through a Dropbox link provided to you.

Participation will be graded on a number of criteria, including (but not exclusively) collaboration and helping out classmates if you understand something that someone else is struggling with.

I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that. However, simply passing in an incomplete assignment does not count as effort. Effort means that you have tried to complete the assignment, identified where you are having trouble and then **sought out your instructor for extra help**.

As noted above, this is complicated material, which will be easy for some and more challenging for others. If you feel at all tentative about the material, please arrange a meeting with me so we can go over the material one-on-one. Don't wait. Find me earlier rather than later. You will get extra credit for making the effort to understand something that may not be easy for you. I want everyone to learn as much as they can. That's more important to me than you doing everything on your own. So, COMMUNICATE WITH ME if you're struggling. Don't just turn in an assignment that doesn't work.

Please, however, do NOT set up a meeting right before an assignment is due and expect me to teach you everything I have been teaching the class in the previous weeks or try to maneuver me into doing your assignment for you.

Course Notes and Policies

Journalism is a team sport. I expect you to collaborate with your classmates, help each other out and generally treat each other with respect and courtesy.

The subject matter for this course is in the technology realm. While not an engineering class, it is still in the technology sector of journalism, hence this area of the journalism industry has many of the prejudices and pitfalls of the currently problematic technology industry, namely, an assumption that people of certain demographics – in particular women and BIPOC (Black and Indigenous People of Color) – don't have the aptitude to code. This is

ironic since Ida Lovelace (1815-1852) is considered the first computer programmer and Grace Hopper (1906-1992) was one of the first programmers of the Harvard Mark I computer and invented numerous innovations that are the foundation of today's programming languages and consequently of the Internet. Hopper also coined the phrase "computer bug" after finding that a moth was mucking up the works in one of the large mainframe computers she was working with. Black women "human computers" (mathematicians) were a crucial part of NASA's success. Their history was documented in the book (and movie) "Hidden Figures." In the 1970s, any given business' computer programming department was about 50% women.

The idea that women and BIPOC can't code started in the 80s with the rise of "hacker culture" and the idea that coding is "cool." Hacking became a club of sorts and participants made themselves feel better by excluding people who didn't look like them.

This is obviously completely inappropriate and exceptionally damaging to the tech industry *and* more importantly damaging to the journalism business. Any attitude or behavior like this will not be tolerated. Any whiff of implicit biases, micro-aggressions or outright discriminatory behavior in class will be called out, discussed and noted.

Required Readings, hardware/software, laptops and supplementary materials

While there is no required text in this course, there are a number of websites and tutorials that may be helpful to you in this class, including:

Assignments and reference materials can be found at http://peggybustamante.com/ascjcoding/

- HTML tutorial: http://w3schools.com/html/default.asp
- CSS tutorial: http://w3schools.com/css/default.asp
- JavaScript tutorial: http://w3schools.com/js/default.asp
- JQuery tutorial: http://w3schools.com/jquery/default.asp

For reference textbooks, these are recommended:
"HTML & CSS: Design and build websites" by Jon Duckett (John Wiley & Sons, Inc., 2011)
"JavaScript & JQuery: Interactive front-end web development" by Jon Duckett (John Wiley & Sons, Inc., 2014)

These are also good reference and learning sites:

LinkedIn Learning (https://itservices.usc.edu/linkedin-learning/)
W3Schools (http://www.w3schools.com/)
Codecademy (http://www.codecademy.com)

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.

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, 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	Points	% of Grade
Assignment 0: Multimedia/interactive examples	5	5%
Assignment 1: HTML/CSS problem set	15	15%
Assignment 2: Flexbox and responsive	10	10%
Assignment 3: JQuery problem set 1	20	20%
Assignment 4: JQuery problem set 2	20	20%
Final Project	25	25%
Participation	5	5%
TOTAL	**100**	**100%**

Participation assessment standards: Participation is defined as attending class and paying attention. Working through the coding projects as we build them in class and helping out and/or collaboration with your classmates. If you are not paying attention and instead are on social media, it will be obvious and your participation grade will suffer. If you do not pay attention in class for any reason and then seek out my help later because you weren't paying attention in class or following along with the in-class exercises, more than just your participation grade will suffer. Any extra assignments, such as wireframes/final project plans will be part of your participation grade.

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

The content of your projects must meet all journalistic standards: adherence to AP style, grammatically correct, well proofed, and most importantly, the work must be your own (see the plagiarism policies below under IX. Policies and Procedures).

This is a coding class so format, neatness and documentation will be graded. I will take up to 2 (of 20) points off for bad formatting on any given assignment.

Points will be taken off if problems on assignments are not completed.

Participation will be graded on a number of criteria, including (but not exclusively) collaboration and helping out classmates if you understand something that someone else is struggling with.

If on your assignments you simply copy and paste a classmate's work into your assignment, your instructor will be able to tell, and you will not get any credit. That is also called plagiarism.

I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that. However, simply passing in an incomplete assignment does not count as effort. Effort means that you have tried to complete the assignment, identified where you are having trouble and then sought out your instructor for extra help.

"A" and "B" projects/assignments should have ALL components; i.e., students should not get higher than a C+ unless everything is turned in.

- "A" project/assignment is submitted on time, has only minor bugs, JS well formatted and documented, and shows exceptional effort and creativity.
- "B" project/assignment is on time, and completed but requires more than minor bug fixes (CSS styling as well as JavaScript/JS functionality) and/or is not documented correctly or is badly formatted. Fulfills all basic requirements, but nothing beyond that.
- "C" project/assignment is late, is not complete and/or functioning. Requires major bug fixes. The student should have requested help from the professor.
- "D" project/assignment is late, incomplete, failed to meet the major criteria of the assignment, has numerous errors. Should not have been submitted.
- "F" project/assignment has not been submitted or is plagiarized from someone else's code or project. You can use someone else's code as an example or inspiration, but you cannot present someone else's project as your own.

In addition, style errors and other breaches of journalistic standards will result in point deductions. Extra design and creativity is given extra credit.

- 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.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit http://bit.ly/SubmitAnnenbergMedia for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch your work to the campus newspaper.

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.*

Week/Date	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 **1/10**	**Orientation and introduction** Syllabus, semester overview, introductions. Skills assessment. A look at news interactive examples. Web development overview. Build basic "Hello, World" page.	**Assignment 0:** Find three examples of multimedia stories. **Due before class week 3.**	
Week 2 **1/17**	**NO CLASS**		[**Martin Luther King's Birthday:** Monday, January 17]
Week 3 **1/24**	**Intro to HTML & CSS** Discuss interactive/ multimedia examples from homework assignment. The basics of HTML and the most important/most used elements. Constructing a basic page with photos & text, the foundation of all multimedia stories.	**Assignment 1:** HTML/CSS problem set. You will build a page from scratch, based on an image that we provide you, that exhibits principles of a traditional news layout. You will be practicing HTML and CSS, as well as exercising your ability to visually deconstruct a page and then build it using code. This is important as you become an active, rather than passive, consumer o news on desktop and mobile. **Due before class week 5.**	**Assignment 0 due before class.**
Week 4 **1/31**	**HTML & CSS: Part 2** Overview of CSS and properties necessary for page layout. Building a navigation menu and a photo gallery. These cover everything you need to complete Assignment 1.		

Week 5 **2/7**	**Flexbox and introduction to responsive design principles** Overview of Assignment 2. Flexbox and media queries. Hands-on in class: Making a basic page responsive and mobile ready. Should prepare you to create assignment 2.	**Assignment 2:** Flexbox and responsive. This is a simple layout that makes use of flexbox, a common technique for creating responsive, mobile-friendly websites. People view websites on their phones more often than on their desktops, so optimization for mobile is a crucial best practice. **Due before class week 6.**	**Assignment 1 due before class.**
Week 6 **2/14**	**Audio/Video/Positioning** Positioning and new HTML elements: <audio> and <video> tags and CSS positioning. A look at new tags in HTML5, including audio and video. Add background video and images. Positioning these elements in relation to each other, as well as in relation to the browser window. Basic parallax scrolling page. Also, take a look at assignment 2 (responsive flexbox).		**Assignment 2 due before class.**
Week 7 **2/21**	**NO CLASS**		[**President's Day:** Monday, February 21]
Week 8 **2/28**	**JQuery & JavaScript: Part 1** Overview of JavaScript and jQuery (which makes a page interactive) from plugins to actual coding. One basic interaction is clicking a button to change a page's presentation.	**Assignment 3:** JQuery problem set 1. This is a set of interactive paradigms that are common on news sites, including captions that fades in and out and another that scrolls up when the user mouses over an image. Consider it a worksheet to practice everything we learned in class. **Due before class week 10.**	
Week 9 **3/7**	**JQuery / JavaScript: Part 2** Dynamically changing/animating HTML elements and CSS.		
Spring Break 3/14-3/18	**NO CLASS**		
Week 10 **3/21**	**JQuery /JavaScript: Part 3** Introducing variables. Learning to get and set data from forms, attributes and HTML elements. Using variables to change a page	**Assignment 4:** JQuery problem set 2. With these problems, you will be moving data and content around according to how the user interacts with the page. These problems include	**Assignment 3 due before class.**

	dynamically. You will be creating new attributes in your HTML, assigning data to different elements.	a dynamic photo gallery, a form input and a simple calculator. **Due before class week 13.**	
Week 11 **3/28**	**JQuery /JavaScript: Part 4** Continuing to use variables and attributes to change a page dynamically. Building a modal popup from scratch. Modals are invaluable for displaying infographics or other embeds.		
Week 12 **4/4**	**JQuery /JavaScript: Part 5** Continuing lessons from week 11, making sure everyone has what they need to complete assignment 4.		
Week 13 **4/11**	**JQuery fun: Part 1** Creating an audio rollover gallery, hot image, looping backgrounds, etc.	Review **final project** specs. **Final projects due 5/9**	**Assignment 4 due before class.**
Week 14 **4/18**	**JQuery fun: Part 2** Plugins, scrolly-telling (waypoints plug in) and any other things we haven't touched on yet that students want to learn.		
Week 15 **4/25**	**Project hackathon** Tying up loose ends in preparation for the final project. Final debugging for final projects		
FINAL EXAM PERIOD **5/9, 7-9 p.m.**	Summative experience		**Final project due by 7 p.m.**

Internships

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

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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

USC School of Journalism Policy on Academic Integrity

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

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

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

b. Support Systems

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

studenthealth.usc.edu/counseling

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

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

suicidepreventionlifeline.org

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

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

studenthealth.usc.edu/sexual-assault

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

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

equity.usc.edu, titleix.usc.edu

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

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

usc-advocate.symplicity.com/care_report

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

The Office of 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
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

About Your Instructor

Grace Manthey is a data journalist at ABC7/KABC. She's done stories on a multitude of topics from hospital earthquake ratings to police diversity to tree cover disparities in Los Angeles. She loves to build interactive tools for these stories and learned her coding basics from her time in the MS program at USC! She graduated with her master's in Journalism in 2019, after getting her bachelor's in journalism in 2018 from Quinnipiac University in Hamden, Connecticut. She is passionate about coding and loves when students find out how awesome it is too!