



**JOUR 414: Advanced Digital Media  
Storytelling  
2 Units**

**Spring 2022 – Wednesdays – 12-1:40 p.m.**

**Section:** 21252D

**Location:** ANN 307

**Instructor:** Gary Cohn

**Office:** 1<sup>st</sup> floor coffee/snack bar in ANN

**Office Hours:** Wednesdays, 2-4 p.m., and by appointment at

**Contact Info:** email: [garycohn@usc.edu](mailto:garycohn@usc.edu)

Phone/text: 310-699-5594

### **Course Description**

Welcome to JOUR 414. This class builds on skills you have learned in previous journalism classes. It is intended to serve as a showcase of your ability as you prepare to graduate and begin your career.

In this course, students will produce an original multimedia journalism project that requires substantial original reporting and research, and consists of a text story as well as video, audio, photos, interactive graphics, a podcast and/or other digital elements. The topic should uncover news or advance a story for which there is past coverage and be targeted to a clear and specific audience.

This course is an independent reporting endeavor. It is intended to provide students an opportunity to demonstrate that they have the journalistic skills, ethics and initiative necessary to be a professional journalist. Class sessions provide feedback and structure. Your instructor will give you guidance throughout the semester, and your small groups will serve as mini-newsrooms where you will be expected to give each other feedback and support. This course will also prepare you to pitch and distribute your work outside of the classroom.

Finally, this course will explore strategies for job hunting and post-undergraduate opportunities, including best practices for resumes, cover letters, interviews and a professional online presence.

### **Student Learning Outcomes**

By the end of this course, students will:

- Create a pitch for an original work of journalism that uncovers new information, and/or advances an already reported story, using diverse and inclusive sources, that is targeted to a clearly identified audience.
- Report, produce, write and revise an original work of longform multimedia journalism that meets professional standards and uses diverse and inclusive sources and anti-racist concepts and language.
- Design and execute a WordPress or hand-coded website to present your final multimedia project.
- Research and identify potential jobs, internships, fellowships, graduate school programs or other opportunities, and create strategies for applying and securing a post-undergraduate opportunity.

**Prerequisite(s):** JOUR 322, JOUR 372

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

#### **Multimedia Project**

Students will conceive research, pitch and produce an original multimedia story that meets the standards of professional journalism. Multimedia elements should be chosen to best tell your story. Students should make a

clear and compelling argument for why their project serves the needs of a particular audience, and will be evaluated, in part, on the quality and diversity of their sources. Most major stories on topics of significance will contain elements what the Maynard Institute for Journalism Education call the “fault lines” of American society: race, gender, class, generation and geography, as well as sexual orientation and identity. Your story should be accurate, inclusive and thoughtful.

Your project will be anchored by a text story that has video/audio, photographs and graphic elements. You should expect to make multiple drafts of your pitch and your presentation. Drafts will count as part of the overall grade. Written drafts will be submitted by email as a word or goggle doc to the instructor, and you may also be asked to turn in hard copies of your drafts to the instructor.

Your project will either be created on a WordPress site (called ASCJcapstone) hosted by the university or hand-coded using a course template. A link with instructions to your personalized site and handle will be emailed to you early in the semester, and help will be available from the Annenberg Digital Lounge.

### **Job search strategy**

Students will research potential jobs, fellowships or graduate school paths, and create a strategy for pursuing these opportunities, including an evaluation of your online and social presence, updating your resume, writing a cover letter. They will also practice interviewing and networking skills. Your instructor has extensive contacts in the media world in Los Angeles and throughout the United States and will work closely with you on your job search.

### **Student presentations and discussion**

Each student will give a presentation analyzing a work of original multimedia journalism published by a professional news outlet. The story should be one that you aspire to do. If possible, the student should attempt to talk with the author of the story you choose before your presentation. The student doing the presentation will lead the class in a discussion about the project. The presenting student will submit a written analysis or PowerPoint presentation and discussion questions posed to classmates.

### **Reading responses/guest speaker prep**

You will be assigned readings, broadcasts and podcasts that will help you with your multimedia project and allow you to reflect on your role and responsibility as a journalist. When indicated, you will write a short summary that give your response to the reading. You will also research in advance and prepare questions for guest speakers. Each student will be expected to ask at least one question of each of our guest speakers.

### **Revisions**

Writing for a publication, broadcast or online outlet involves brainstorming, reporting, outlining, writing, rewriting and rewriting again. You will submit a draft for each component (digital, audio/video, text) and each will be graded individually and worth 10% and count for a total of 30% of your final course grade. You will be asked to revise stories until they are polished and publishable as professional work. In making revisions, you will be expected to go beyond “cosmetic” corrections (e.g., fixing typos or spelling errors). Your rewrite should fundamentally improve your story; it may well require additional reporting.

### **Course Notes and Policies**

Please come to class on time, prepared (i.e. having done your readings and homework assignments), and ready to discuss various news-related topics.

We will use class time to learn actively, and ask that you make every effort to stay focused and attentive during class. Feel free to eat or drink or adopt other non-distracting tactics to help you stay present during our class periods. There will be breaks when you can check your texts or email, so please don't do so while class is active, as it is distracting for the instructor and other students and will negatively affect your participation grade.

This class involves robust discussion, in-class assignments and peer review and editing. We can all learn from each other. I will endeavor to create a culture of respect throughout the class and our discussions, and will immediately address any microaggressions and manage any disputes, in accordance with CET guidance on setting discussion norms and managing difficult discussions. As part of this culture of respect, I will attempt to pronounce your name correctly and use your chosen pronouns. Please speak up if that's not happening. We will discuss class norms in more detail during the first class session.

You will be expected to attend class regularly and be on time for class. If you are sick or have a family or personal emergency, you must send an email ([garycohn@usc.edu](mailto:garycohn@usc.edu)) or text (310-699-5594). If possible, this notification should be sent prior to the start of class.

Please feel free to reach out with questions about the assignments or general feedback about the class by email at any time or during the scheduled office hours. If you can't make office hours, I can work out another time to meet.

The best way to reach me is via email, which I check frequently during regular business hours, Mondays through Fridays from about 9:00 a.m. until about 6:00 p.m. and weekend mornings. If you need to reach me about an urgent matter at another time, please text me on my cell phone. (310-699-5594)

I will expect you to turn your assignments in on time and will deduct points for missing deadlines. Please reach out early and often if you're having trouble meeting those deadlines. Assignments should be turned by email, and in certain instances I will also ask you to bring a hard copy to hand in during class.

Students are expected to submit their work for publication to Annenberg Media, the Daily Trojan and/or other media outlets. Annenberg Media guidelines can be found at this link: <http://bit.ly/SubmitAnnenbergMedia>. Email Daily Trojan news editors at [dt.city@gmail.com](mailto:dt.city@gmail.com) for more on how to pitch your work to the campus newspaper. I will work closely with each of you to determine the most appropriate media outlets to pitch your work to.

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

There is no required textbook for this class.

### **Recommended Reading**

There are two books that I strongly recommend, both of which will help you in this class and in your professional careers. The first deals with writing; the second with research and reporting.

On Writing Well: The Classic Guide to Writing Nonfiction, 30<sup>th</sup> Edition, by William Zinsser (new and used paperback editions available on Amazon)

The Investigative Reporter's Handbook: A Guide to Documents, Databases and Techniques, 5th Edition by Brant Houston and Investigative Reporters and Editors, Inc. (new and used paperback editions available on Amazon). This book will help you with reporting and research whether you are pursuing a career as an investigative reporter, general news reporter, sports writer, arts and entertainment reporter or any kind of journalism. I strongly recommend it.

### **AP Stylebook Requirements**

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

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

The following style guides will be available on BB:

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

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

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

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

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

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

Transjournalist Style Guide: <https://transjournalists.org/style-guide/>

SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

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

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

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

Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities, and other scholarships and awards.

## **News Consumption and Knowledge of Current Events**

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. 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 ([wsj.com/usc](http://wsj.com/usc)).

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](http://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  |
|--|------------|-------------|
| Participation (in-class discussion, peer review, in-class exercises) | 10         | 10%         |
| Pitch (short and long pitch forms, oral pitch)                       | 5          | 5%          |
| Homework (reading responses, etc.)                                   | 5          | 5%          |
| Cover letter, resume and mock interview                              | 10         | 10%         |
| Drafts   | 30         | 30%         |
| Final project  | 40         | 40%         |
| <b>TOTAL</b>   | <b>100</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.

### **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 1 1/12**

Intros, discussion of the requirements for the final project, and sourcing

Class presentations -- sign up

**In class**

Review and critique multimedia projects from previous students.

<https://ascjcapstone.com/>

### **Homework**

Start working on the short pitch. A short pitch form will be emailed to you and discussed in class.

Pitch due Week 3.

Read over the [assignment sheet](#) for student presentations in class.

Click [here](#) for the assignment sheet on reading responses, which you will write in the “journal” you will keep all semester. The journal will be due at the end of the regular semester and will count toward your homework grade.

Guest speaker prep

### **Readings**

*Overcoming Bias*, Chap 3: Encountering the News. p. 33-49. This will be emailed to you. Write a reading response in your “journal.”

### **Week 2 1/19**

**Due:** Reading response and guest speaker prep

Student presentation to the class on a multimedia project

Pitching a multimedia story

Avoiding bias in story selection

Guest speaker: Jim Asher, a Pulitzer-winning reporter and editor for the Associated Press, McClatchy Newspapers Washington Bureau, the Baltimore Sun and Philadelphia Inquirer. Jim will speak about conceiving and pitching stories and will discuss what qualities editors look for in job applicants. As with each of our guest speakers, each student will be expected to ask at least one question and write a journal entry about what you learned.

### **Homework**

Finish pitch. Be prepared to discuss in class. Write a reading response as described below.

### **Readings**

[What makes a good story?](#)

[Good stories are important and interesting](#)

[Boring versus engaging stories](#)

[Good stories prove their relevance to the audience](#)

[Good stories have strong central characters](#)

[Good stories use detail](#)

[Good stories connect to deeper themes](#)

[Good stories explore tensions](#)

[Good stories capture emotions](#)

[Good stories provide context](#)

[Good stories surprise the reader](#)

[Good stories empower the reader](#)

In your reading response, write THREE points that stood out to you about the above readings that may be helpful in your text story and email as a word or google doc to instructor before our next class. This should also be added to the journal you are keeping all semester. You will be required to turn in your completed journal at the end of the semester.

### **Week 3 1/26**

**Due:** Pitch, reading response

### **In class**

Students will pitch verbally in class, and respond to classmates’ pitches.

Students will sign up for one-on-one meetings next week to follow up on the pitch.

### **Homework**

Using this [template](#), write a longer pitch for your multimedia project. Due week 5.

### **Readings**

[How to successfully pitch The New York Times](#) (or, well, anyone else) by Tim Herrera on Neiman Lab. (no response needed on this one)

James G. Robinson, [The Audience in the Mind's Eye: How Journalists Imagine Their Readers](#), from the Tow Center for Digital Journalism--write a brief response in your journal.

#### **Week 4 2/2**

One-on-one meetings with me to discuss your pitch. These conferences will usually take place in person or if necessary on Zoom. The in-person meetings will be held at the tables right outside ANN.

Homework: Guest speaker advance prep

#### **Homework**

After our meeting, you will complete the longer pitch form that will be emailed to you.

Reading response in the journal.

Guest speaker advance prep

#### **Readings**

[Our reckoning with racism](#), Sept. 27, 2020. *Los Angeles Times*. Read at least **three** of the six segments and write a response in your journal.

#### **Week 5 2/9**

**Due:** Longer pitch, reading response

Student presentation

#### **In class**

Guest speaker: Sergio Bustos, regional manager-South for Report for America, and formerly deputy opinion editor at the Sun-Sentinel and a reporter and editor at the Philadelphia Inquirer, The Miami Herald and USA Today, among other places. Sergio will speak about inclusivity, the importance of using diverse sources and overcoming racism in reporting, about pitching stories and about what editors look for in job applicants. He will also discuss job interviews. As always, each student will be expected to ask at least one question of our guest speaker and write a journal entry about what you learned from the guest speaker.

Choosing a digital element and an audio/visual element. What can you accomplish? What will serve your audience? How can you create a great audio/visual piece?

#### **Homework**

Continue reporting your story.

Fill out a detailed outline with your digital and audio/visual element. There will be a form to complete. Due next week. Write a reading response in your journal.

Guest speaker prep

#### **Readings**

Lewis Raven Wallace, *The View From Somewhere*, Chapter 4 "Drowning in Facts" p. 67-80. To be emailed to students.

#### **Week 6 2/16**

**Due:** Detailed outline with audio/visual and digital element

Student presentation

#### **In class**

We'll peer review your outlines in class.

We'll also talk about story structure.

#### **Homework**

Make an appointment with the career center to review your resume, LinkedIn and social media profiles. Write a reading response in the journal.

Your first text draft is due next week

## Readings

[How to organize a story](#)

[4 questions to find a focus for your story](#)

[3 story structures](#)

[8 paths to defining a storytelling approach](#)

[The Black Box system for organizing a story](#)

## Week 7 2/23

**Due:** Nothing due but continue working on your first draft.

Student presentation

### In class

We'll peer review your draft.

Guest speaker: TBA

## Homework

You should continue reporting on your story.

## Week 8 3/2

**Due:** Your first draft of your text is due before class. This should be emailed to the instructor as a word or google doc. You must also bring a hard copy of your first draft to class to hand in. Make sure your name is on your draft and that all pages are stapled.

Student presentation

### In class

Cover letters and networking

We'll review the process for mock interviews and sign up for a time in the next few weeks.

Guest speaker tba (no prep)

Guest speaker: Phil Rosen, a recent Annenberg graduate (masters) and Business Insider fellow and now an associate editor with Business Insider in New York City, will speak from a student perspective about job and fellowship opportunities, networking, resumes, cover letters and the job interview process. As always, each student will be expected to ask at least one question and you will be expected to complete a short write-up in your journal..

### Homework

Write a cover letter for a job, fellowship or graduate school opportunity. Due, along with an updated resume, when you have your mock interview. Mock interviews will be scheduled over the next two weeks. You must have a cover letter, updated LinkedIn and social media profile and resume for your mock interview.

Bring in a well-developed version of your digital element for peer and professor critique next week.

No reading response this week.

## Readings

<http://www.annenbergdl.org/tag/web-design/> and <https://www.canva.com/learn/design-elements-principles/>

[How to Write a Cover Letter](#)

[How to write a killer cover letter](#)

[Your Ultimate Guide to Answering the Most Common Interview Questions](#)

<https://www.poynter.org/archive/2002/the-art-of-the-job-interview/> (This is dated, but still highly relevant and contains some great advice)

[https://jobs.washingtonpost.com/careers/?Keywords=interview&gclid=EAlaIQobChMIorjmjeyV9AIVnB-tBh0WLgN0EAMYASAAEglAdfD\\_BwE](https://jobs.washingtonpost.com/careers/?Keywords=interview&gclid=EAlaIQobChMIorjmjeyV9AIVnB-tBh0WLgN0EAMYASAAEglAdfD_BwE)

## Week 9 3/9

**Due:** Digital element draft

Student presentation

**In class**

Peer review and critique

Reminder: Mock interviews take place this week as scheduled. You must have a cover letter, updated LinkedIn and social media profile and resume for your mock interview.

**Readings**

Bearing Witness While Black, by Allissa Richardson, Chapter 2 "The Origins of Bearing Witness While Black" p. 23-44 to be emailed to students. Write a response in your journal. We will discuss in class following Spring Break

**SPRING BREAK – NO CLASS 3/14-3/18 (ENJOY YOUR SPRING BREAK)****Week 10 3/23**

**Due:** Reading response

**Homework**

Bring an edited video or audio draft and script of your audio/visual element to class next week for peer review.

Reading response in your journal.

**In class**

Peer review and critique of audio/visual elements

Reminder: Mock interviews take place this week as scheduled. You must have a cover letter, updated LinkedIn and social media profile and resume for your mock interview.

Guest speaker prep: TBA -- We will have a guest speaker who will talk about the best practices for photos in multimedia storytelling

**Homework**

Text draft due next week.

**Week 11 3/30**

**Due:** Reading response

Audio/visual draft due

**In class**

Student presentation

**Guest speaker:** TBA – We will have a guest speaker who will talk about the best practices for photos in multimedia storytelling

**Week 12 4/6**

**Due:** Second text draft – This should be emailed to the instructor. You should also bring four hard copies of your draft to class, one to hand in to the instructor and the others for peer review in class. We will peer review your drafts in class.

**Homework**

Lay out your multimedia site with all of your draft elements for review in class next week.

Student presentation

**Homework**

Please make an appointment with me to review your drafts and site before 12/2.

**Week 13 4/13**

**Due:** Your site should be laid out with all of the draft elements.

Student presentation

We'll review your sites class together.

**Homework**

Please make an appointment with me to review your drafts and site before 4/20

**Homework**

You should be working on your final project

**Week 14 4/20**

**Due:** You should have met with me to review your draft site.

### **Homework**

You should be working on your final fixes based on feedback from professor and your classmates.

### **Week 15 4/27**

**Due:** Your draft final site is due. You will have an opportunity to revise by 5/6 based on feedback from your instructor and fellow students.

Your journal containing your short write-ups on readings and our guest speaker is due by email as a word or google before class.

Each student will make a short presentation about their project, talking about what they learned, obstacles faced and overcome and what they would do differently next time or if they had more time.

Your instructor will be available by email, phone and zoom during the final exam study period for consultation on your project. I will also be available to discuss and recommend options for getting your projects published in a campus or professional publication.

### **Final Friday, 5/6, 11 a.m.- 1 p.m.**

We'll meet and review your final sites together. We will also discuss options for getting your projects published in a campus or professional publication. I will continue to be available to students to discuss getting your projects published.

### **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*

[uscса.usc.edu](http://uscса.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://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**

Pulitzer Prize winner **Gary Cohn** is a longtime investigative reporter. Many of his stories have exposed systemic problems and resulted in significant reforms. A reporter for more than three decades, Cohn has been teaching undergraduate and graduate courses at USC Annenberg for more than 15 years. In summer 2019, Cohn was one of the editors who helped lead Annenberg's groundbreaking Beacon Project, teaching, training and inspiring the next generation of investigative journalists.

Cohn has worked for the Los Angeles Times, the Philadelphia Inquirer, the Baltimore Sun, the Lexington (Ky.) Herald-Leader, The Wall Street Journal, and for columnist Jack Anderson in Washington. He also served for two years as Atwood Professor of Journalism at the University of Alaska at Anchorage.

Cohn won the Pulitzer Prize for investigative reporting in 1998 and was a Pulitzer finalist in 1996 and 2001. His work has received numerous other prestigious journalism awards, including two Selden Ring Awards for investigative journalism, an Investigative Reporters & Editors (IRE) Medal, a George Polk Award for environmental reporting and two Overseas Press Club awards.