



JOUR 207: Reporting & Writing I **3 Units**

Fall 2022 – Tuesdays, 12:00-2:30 p.m.

Section: 21092D

Location: ANN 307

Instructor: Saba Hamedy

Office: Media Center

Office Hours: Tuesdays 3 p.m. – 5 p.m. PT or by appointment

Contact Info:

Emails → sbhamedy@gmail.com / hamedy@usc.edu

Cell → 310-428-4205

Pronouns: She/Her/Hers

Course Description

Welcome to JOUR 207 Reporting & Writing I. The goals of this course are to sharpen your writing, reporting, and critical thinking skills, as well as teach you about news values, ethics, copy editing, interviewing, fact-checking and how to accurately report on and write about a diverse world on deadline.

This course covers the basics of writing and reporting hard news stories, including courts and local government. Next semester you'll take JOUR 307, Reporting and Writing II, which will cover writing features, profiles and other formats, pitching and developing stories, and the basics of broadcast journalism.

By the end of this course, you will understand what makes an event newsworthy — worth covering — and have the capability to produce accurate, well-written, well-sourced news stories on deadline.

Finally, part of your training in this introductory newswriting and reporting course includes a review and discussion of the journalism industry's code of ethics, its role in a democratic society, and its current and past strengths and failings.

Student Learning Outcomes

- Write a hard news story on deadline with multiple sources, effective quotes, and a compelling lead, using clear, active, and concise language and correct grammar, punctuation, spelling and AP Style.
- Identify newsworthy elements for tweets, leads and news stories.
- Conduct research and verify information using diverse primary and secondary sources.
- Create complete, 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 and in accordance with AP style in news stories.
- Evaluate current conflicts, controversies and issues in journalism.

Concurrent Enrollment: JOUR 206 Media Center Practicum. JOUR 207 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 tweets, news leads, news briefs and news stories as assigned by your instructor. They get more complex as the semester progresses, and are worth more as a percentage of your grade.

There's a midterm, which covers grammar, spelling, punctuation, AP style and writing. You'll complete self-paced modules before the midterm to help you master these skills.

For the final, you will report and write a 750-word story on deadline.

There will also be student-led ethics discussions. You'll work with a group on a presentation that explores a current controversy or issue in journalism, using assigned readings and additional research, and facilitate a class discussion about the topic. All students will respond to the discussion with in-class prompts that draw on assigned readings.

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

You'll file your assignments via Google docs, and email me the file to my personal email: sbhamedy@gmail.com. Assignments will be returned with feedback within a week. Please review this feedback and incorporate the recommendations in future assignments.

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, you should first review this with your instructor. Be careful not to misrepresent yourself when seeking an interview (i.e., telling a source you are writing for the Daily Trojan or the Annenberg Media Center if you are not actually doing so). Don't submit single source stories unless specified in an assignment.

Rubrics will be provided in advance for major assignments.

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.

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 we 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.

This class involves robust discussion, in-class assignments and peer review and editing. We can all learn from each other. It's Annenberg's 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 Zoom meeting. If you can't make office hours, we can usually work out another time to meet.

Please feel free to reach out with questions about the assignments or general feedback about the class. The best way to reach me is via my personal email or text, after 3 p.m PT Monday through Friday. We can also schedule an in-person or Zoom meeting. I usually respond within 24 hours -- except on weekends.

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.

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.

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

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 if you need 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).

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 Black and elevASIAN, listen to NPR and news radio, watch local and national television news, subscribe to newsletters and push alerts from news organizations and follow them on 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
AP style and GSP: Complete before the midterm self-paced modules with reviews, including guide/discussion on using language around race with precision, the AP pre-test and GSP final.	5%
Participation (Includes in-class assignments and peer review)	10%
Homework assignments (before midterm)	15%
Homework assignments (after midterm)	35%
Group presentation on ethics	10%
Midterm	10%
Final	15%
TOTAL	100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D

87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Journalism

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which case students can follow Annenberg style.

The following standards apply to news assignments.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration. Sources are repetitive or incomplete.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements. Sources are repetitive or incomplete.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

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

Add/Drop Dates for Session 001 (15 weeks: 8/22/22 – 12/2/22)

Link: <https://classes.usc.edu/term-20223/calendar/>

Friday, September 9: Last day to register and add classes for Session 001

Friday, September 9: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Friday, September 9: Last day to change enrollment option to audit for Session 001

Friday, September 9: Last day to change a Pass/No Pass to a letter grade for Session 001

Friday, September 9: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 13: Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 7: Last day to drop a course without a mark of “W” on the transcript for Session 001. 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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, November 11: Last day to drop a class with a mark of “W” for Session 001

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.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 8/23	<p>Course intro: Newsworthiness, Ethics, Diversity and Tweets</p> <ul style="list-style-type: none"> • Why do you want to be a journalist? • Review syllabus. • <i>AP and GSP Modules</i> – What are they? How do they work? Where can you find them? • What is <i>AP Style</i>? Why do we care? • What about <i>journalism ethics</i>? Why ethics are more important today than ever. • Ethics presentation dates. • Plagiarism and other deadly sins. <p>State of the news media. An industry in flux – what basics still hold?</p> <p>Twitter. Its many uses, from news gathering to disseminating news. Some let your personality shine through, and some are for straight news reporting.</p> <p>Newsworthiness. What makes an event or a person <i>newsworthy</i>? How do you develop news judgment?</p> <p>In-class assignment:</p>	<p>Kovach and Rosenstiel, <u>The Elements of Journalism.</u></p> <p>SPJ Code of Ethics: <u>https://www.spj.org/ethicscode.asp</u></p> <p>ONA Code of Ethics: <u>https://journalists.org/tools/social-newsgathering</u></p> <p><u>https://www.niemanlab.org/2022/04/the-new-york-times-would-really-like-its-reporters-to-stop-scrolling-and-get</u></p>	<p>Watch a news event that will be shared with you. Write at least five tweets about the event and a push alert and upload to BB .</p> <p>Watch the race-related coverage modules in Blackboard, complete the quiz .</p>

	<p>Students will watch a press conference and “live tweet” it in a Google doc. What’s the most important information for the tweet? Review as a group.</p>	<p>off-twitter-at-least-once-in-a-while/</p> <p>https://www.teenvogue.com/story/young-journalists-of-color-twitter</p> <p>Annenberg’s guide to social media for instructors</p>	
<p>Week 2 8/30</p>	<p>From a tweet to a lede (sometimes referred to as lead)</p> <p>News judgment. Review news judgment. How did you decide what facts to pull out of the press conference? What’s most important?</p> <p>Headlines. A good headline summarizes the story and is told in a way that entices the reader to read the rest of your story. We’ll discuss.</p> <p>News ledes: The 5 Ws and H: Who, what, when, where, why and how.</p> <p>Try to write basic news ledes that are one sentence long and 35 words or shorter. It’s best to start with a clean, accurate and easy-to-read one-sentence lead. At the very least, make sure your lead has emphasized the correct news element — it includes the what, who, when and where — and a source.</p> <p>In-Class: Write several headlines and ledes. The class will peer review and review together. What was the important part of each story?</p>	<p>Harrower, Chapter 3, pp 36 – 47 (on BB)</p> <p>https://training.npr.org/2021/08/25/how-write-display-seo-headlines/</p>	<p>Write five ledes from provided material and upload to BB.</p>
<p>Week 3 9/6</p>	<p>News briefs and verification</p> <p>What comes after your lede? Supporting/additional paragraphs with information that supports lede with facts, quotes, and attribution from sources.</p> <p>News Briefs. While hard news updates come in many other formats (push alerts, live updates, tweets, etc.), you should understand how to write a news brief.</p> <ul style="list-style-type: none"> • News briefs can be roughly three paragraphs or more. • Each paragraph can have more than one sentence, and there’s no exact formula. Use 	<p>AP Style for Numbers</p> <p>AP style rules to know now</p> <p>AP Stylebook, A, B, C, D, E</p> <p>Journalism as a discipline of verification.</p>	<p>Write three news briefs and tweets for each and uploaded to BB.</p> <p>There will be two student-led presentations next week, one on objectivity and one on bias. All</p>

	<p>your critical thinking skills to determine what your audience needs to know.</p> <ul style="list-style-type: none"> • Story structure is based on the traditional inverted pyramid, where the most pressing information goes at the top. <p>Copy editing and self-editing. You must learn to review your own and others' material for AP style, grammar and spelling. You will often be publishing (including to social media and digital platforms) without the benefit of an editor. Your credibility depends on getting the basics correct.</p> <p>In-Class: We'll write news briefs, then peer review and review together for style, grammar and spelling.</p> <p>We'll also do an AP style exercise, so make sure you have started the modules and done your Stylebook (A-E) homework.</p>	<p>Harrower, p 59 (checklist) and p 84 – 85 (attribution) on BB</p> <p>https://www.nbcuacademy.com/catalog/ukraine-verify-twitter-video</p>	<p>students will write an in-class response to these presentations that draws on the readings assigned for next week.</p>
<p>Week 4 9/13</p>	<p>Objectivity and bias</p> <p>As reporters you also must be mindful of being inclusive when it comes to coverage of your community and include a wide range of voices in your stories. We'll discuss ways to approach the issue, including the Maynard Institute's Fault Lines approach, to think about issues of generation, gender and sexual identity, class, race/ethnicity, geography and access to technology.</p> <p>We'll talk about fairness. What's the difference between "all sides" and complete and contextual?</p> <p>We also will discuss objectivity and how that idea has evolved over the years.</p> <p>We'll discuss implicit bias and how that may impact journalism and newsrooms and the student-led Annenberg Media Guide to Equitable Reporting Strategies and Newsroom Style.</p> <p>In class There will be a student-led presentation on objectivity this week. All students will write an in-class response to these presentations that draws on the assigned readings. These responses are part of your participation grade.</p>	<p><u>A Reckoning Over Objectivity, Led by Black Journalists</u></p> <p><u>Twitter response from Tom Rosenstiel</u></p> <p><u>https://www.teenogue.com/story/objectivity-neutrality-not-option-some-journalists</u></p> <p><u>https://www.vanityfair.com/news/2022/05/newsroom-managers-urge-journalists-to-keep-abortion-views-under-wraps</u></p> <p><u>Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style</u></p>	

		<p><u>DIEA checklist for reporting</u></p> <p><u>Tools to Manage Bias</u></p>	
<p>Week 5 9/20</p>	<p>Reporting and interviewing</p> <p>The basics of interviewing:</p> <ul style="list-style-type: none"> • Be prepared by researching the web for published reports, any relevant studies/reports, websites/blogs that dive into the subject. • Different interviewing techniques • Taking notes. • Quotes — when and where to put them. • Open/closed questions. • Observation and listening. <p>In-Class: Review stories with excellent interviews. Role-play in pairs an “ask” for an interview.</p> <p>Research possible subjects and write an e-mail request for an interview to fulfill your homework this week. How can you find someone to interview? How can you persuade them to say yes, on your timeframe?</p> <p>There will be two student-led presentations this week, one on objectivity and one on bias and accuracy.</p> <p>All students will write an in-class response to these presentations that draws on the assigned readings.</p>	<p>AP Stylebook, F, G, H, I, J</p> <p><u>Good tips on interviewing</u></p> <p><u>Tips for requesting an interview</u></p> <p><u>https://training.npr.org/2022/03/09/journalism-interview-rules-sources/</u></p>	<p>Send an email to a working journalist requesting a brief interview.</p> <p>Write a story/Q&A of no more than 500 words. It should include a brief background on the reporter.</p> <p><i>Yes, this is a single source story. Don't get used to it.</i></p>
<p>Week 6 9/27</p>	<p>Short stories, using quotes, protest coverage, sourcing, media and the law</p> <p>This week we'll start writing full news stories. Moving from a three-paragraph news brief to a 300- to 500-word story is not that much of a leap. The key is organization. It involves expanding on and supporting the five W's and H with data, description and quotes.</p> <p>To produce a fully reported story, journalists must:</p> <ul style="list-style-type: none"> • Find sources. You must spend whatever time you have to find sources, primary and secondary, as well as real people who are affected by the news. 	<p>AP Stylebook, K, L, M, N, O</p> <p><u>It's Time to Change the Way the Media Reports on Protests. Here are some Ideas. Fact-checking yourself and organizing your reporting material</u></p>	<p>You will write a 500-word news story about a protest, news event and/or speech, getting instructor approval of your topic. It must include direct observation of the event, reaction from participants, and contain a minimum of three distinct sources.</p>

	<ul style="list-style-type: none"> You can find sources when you research the web for published reports, any relevant studies/reports, websites/blogs that dive into the subject. When do you need to include the “other side” and when is it “false frequency” or “all-sides-ism.” Use attribution – in this age of fake news, transparency is even more essential for journalists. You must let your reader/audience know where you got your information. Discuss on/off record, anonymous sources. <p>Covering scheduled events. Reporters need to conduct background research on the speech or event, and know why is it happening at this time. Reporters also must convey what happened accurately, fairly and in an interesting manner and use their powers of direct observation. Learn to observe.</p> <p>Story structure. How do you start? How do you include your sources? How do you find the great quote? How do you include other details, such as what you observed?</p> <p>We’ll also talk about your rights and responsibilities as a reporter, and First Amendment basics for reporters.</p> <p>In-class: Law and ethics quiz AP style exercise continued</p>	<p>Harrower, p. 81, on and off the record and anonymous sources, and law and ethics, p 140 – 156 (on BB)</p> <p>LAT's Steve Padilla (USC alum and one-time Daily Trojan editor) thread on quotes</p>	<p>Think about a compelling lede, good quotes and clarity.</p>
<p>Week 7 10/4</p>	<p>Review for Midterm</p> <p>We will review homework on writing a full story. For the midterm, we’ll review the basics of writing a lede, a hard news story, writing conventions, AP Style and editing tips.</p> <p>In-class: Peer reviewed writing assignment Group editing assignment</p> <p>There will be a student-led presentation on bias and accuracy. All students will write an in-class response to these presentations that draws on the assigned readings.</p>	<p>Review all your graded work.</p> <p>AP Stylebook P-Z</p>	<p>AP style and GSP: Complete before the midterm self-paced modules with reviews, including guide/discussion on using language around race with precision, the AP pre-test and GSP final.</p>
<p>Week 8 10/11</p>	<p>Midterm today! The midterm will include an editing assignment and writing assignments (ledes, a brief</p>		<p>Schedule a one-on-one meeting with instructor.</p>

	and a story from factsheets). You may use the AP Stylebook, Stylebot, and the dictionary for both.		
Week 9 10/18	One-on-meetings. Reminder that homework from now on is worth more of your grade.		
Week 10 10/25	<p>Accountability journalism -- covering local governments</p> <p>Journalists keep government officials accountable by reporting to the public.</p> <p>But how do you know where to start? In Los Angeles, there are a dizzying array of municipalities, officials and agencies. You need to know how to distinguish who's who and how to get information from them. What does local government do (cops, fire, roads) and where does it get the money to do it? Reporters cover the actions of municipal agencies and departments and the interplay of citizens, interest groups and local governments in making policy. Some of these stories include budgets, taxes, bond issues, politics, zoning and planning, and education. Reporters are watchdogs, making sure city agencies and departments are carrying out their responsibilities efficiently, effectively and economically. These are all things paid for by taxpayer dollars, and it is in the public interest to report on them.</p> <p>Discuss covering government meetings and government budgets, a key to understanding how a local government or agency conducts its business. It is the job of the reporter to use his/her critical thinking and news judgment skills to choose the most noteworthy information to feature in the lede and story. We'll review how to read an agenda and how to prepare for a meeting.</p> <p>We'll also research and review how to find a local off-campus meeting you can attend to complete your homework.</p>	<p>https://www.nytimes.com/2019/10/03/reader-center/how-times-journalists-become-experts-on-a-subject.html</p> <p>Examples of beat coverage</p>	<p>Attend a community board, city council, county Board of Supervisors, Board of Education or other similar meeting and cover the proceedings. The instructor must approve your choice in advance. You should obtain the agenda beforehand.</p> <p>Write a 500-word story that helps the reader understand what was newsworthy and important from the meeting — not just summarize what happened. Your story must include several sources: speakers at the meeting, quotes from officials there or secondary source information you've compiled from the agenda or public documents. If the issue includes competing points of view, you must include them in the report.</p>
Week 11 11/1	Writing on deadline Accuracy and verification	Guide to writing B matter from Annenberg adjunct professor	Write b-matter for a story on the midterm elections. You'll add details on deadline,

	<p>Writing on deadline is a necessary element for any reporter, whether you're writing for a newspaper, online or just about anywhere else. Increasingly, news needs to be immediate. Writing it quickly – and also accurately and informatively – is expected of you. Often, even what you write will be overcome by events and you will need to rewrite it – again and again – and quickly. There are some simple tricks to master this, and we'll go over them in class – planning ahead, writing b-matter, and topping the story when news requires it.</p> <p>We will learn how to compile b-matter for your story and how to top it with a-matter on deadline.</p> <p>In-class: We talk more on how to find sources, especially in a hurry.</p> <p>You will write a story about the midterm elections, including at least three first-hand reactions to results. In a group, you will work on writing b-matter and editing it together.</p>	<p>Saba Hamedy (a CNN editor)</p> <p><u>The Hierarchy of Accuracy</u></p> <p><u>https://twitter.com/JaymeKFraser/status/981937179147431936</u></p> <p>LAT's Steve Padilla (USC alum and one-time Daily Trojan editor) thread on <u>strong writing</u> and <u>writing advice</u></p> <p>Optional Padilla's <u>writing tips seminar</u> – one-hour audio</p>	<p>including first-hand reactions. Due 9 a.m. 11/9/22. Your final story should be between 500-700 words.</p>
<p>Week 12 11/8</p>	<p>Covering law enforcement and crime</p> <p>Possible guest speaker.</p> <p>Crime and public safety are top concerns. Covering these topics accurately and not sensationalizing stories is key, however. So is avoiding stereotypes, keeping victims safe, treating suspects and minors fairly, and learning how to interview victims and witnesses of trauma in a sensitive manner.</p> <p>We'll have an in-depth examination of how crime is reported, from the initial 911 call to the police press conference.</p> <p>In-class: Student group presentation: How should media cover crime? All students will write an in-class response to the presentation drawing on readings assigned for this week.</p> <p>Crime coverage exercise.</p>	<p><u>It's time for journalism to break the cycle of crime reporting</u></p> <p><u>AP decides not to name minor crime suspects</u></p> <p><u>The Mug Shot, a Crime Story Staple, is Dropped by Some Newsrooms and Police</u></p> <p><u>The Dart Center – Working with Victims and Survivors</u></p> <p><u>How the first statement from</u></p>	<p>Write a 500- to 750-word crime story from provided information.</p>

		<p><u>Minneapolis police made George Floyd's murder seem like George Floyd's fault</u></p> <p><u>How do you write about traumatic situations without retraumatizing those involved? Read this new guide for journalists, for starters</u></p>	
<p>Week 13 11/15</p>	<p>We'll go over how courts work, from misdemeanor to federal courts.</p> <ul style="list-style-type: none"> • Who are the key players? • Finding court documents. • What makes a court case worth covering? • Using accurate language. <p>In-Class Review articles on criminal case Searching for court cases. How do you find a case that is newsworthy? How do you find and interpret documents in a court case? How do you report them?</p> <p>In class Group presentation #3: How should news organization cover crime? All students will write an in-class response to the presentation that references readings assigned for this week.</p>	<p>Examples of current court coverage will be emailed to you for class discussion.</p> <p>Harrower, pp 104-105, on BB.</p> <p>Tony Rodgers, "Reporting on the Courts."</p> <p>About California Courts</p>	<p>Identify a court case. Next week, we'll take a look at it together and talk about how to write a story that will be due in two weeks.</p>
<p>Week 14 11/22</p> <p>Recess: November 23 to Sunday, November 27</p>	<p>Discussion and review Review your chosen court case and reporting and writing strategies.</p> <p>Final group presentation next week.</p>	<p>Readings: https://www.baltimoresun.com/opinion/editorial/bs-ed-0220-sun-racial-reckoning-apology-online-20220218-qp32uybk5bgqrcnd732aicrouu-story.html</p>	<p>Write a 750-word story about the case, including information from the documents, direct observation if applicable, and at least one outside interview. The interview should be with someone directly involved in the case as a defendant,</p>

			plaintiff, witness or lawyer, or someone who has clear expertise or insight related to the case.
Week 15 11/29 Last class!	<p>Final exam review Student presentation: News organizations' responsibilities to account for harms of prior coverage.</p> <p>The final exam will be a 750-word story written on deadline in person during the exam period. It will involve research into the topic ahead of time. You will then listen to a live presentation by a speaker during the final exam period and write the story. Your final story must include research and sources you contacted and quoted ahead of time as well as a lede and quotes from the speaker.</p> <p>Complete course evaluation</p>	<u>An examination of The Times' failures on race, our apology and a path forward</u>	Write draft of b-matter for final story.
Final Exam Period	<p>Final exam date: Tuesday December 13 11 a.m. – 1 p.m.</p> <p>2022 Final Exam Schedule https://classes.usc.edu/term-20223/finals/</p>		

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

Saba Hamedy the Culture & Trends Editor for NBC News Digital, where she leads a team that primarily covers internet culture, as well as subjects that are trending on search and social. Previously, she worked at CNN, where she was a news editor on the national desk based in Los Angeles. In that position, she steered coverage of the West Coast, working across digital and broadcast to deliver stories on the biggest news of the day, with a particular focus on the coronavirus pandemic and racial justice protests. Before that, Saba worked as a politics reporter and co-wrote “The Point” newsletter. She has also been a news editor at HuffPost, and has roots in covering culture and trending stories from her time as an entertainment reporter at Mashable, where her beat was internet culture. In her free time, she enjoys hanging out with her dogs, rooting for her home team – the Lakers – and binging good shows and movies.