



**JOUR 414: Advanced Digital Media
Storytelling (Capstone)
2 Units**

Fall 2022 – Thursdays – 12-1:40 p.m.

Section: 21452D

Location: ANN 413

Instructor: Christina Bellantoni

Office: ANN 205B

Office Hours: M-T-F by appointment using [this form](#)

Contact Info: christina.bellantoni@usc.edu

Pronouns: she/her

Course Description

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, regardless of your chosen field.

In this course, students will produce an original multimedia journalism project referred to as a capstone. It requires substantial research and reporting, and consists of a written story as well as video, audio, still photography, interactive graphics 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 requires independent thinking and reporting and it is intended to provide students the opportunity to demonstrate their journalistic skills, ethics and initiative, and reflect on the role and responsibility of journalists. The reporting should reflect context, analysis and a diversity of sources, including race, class, ethnicity, gender and class. Most major stories on topics of significance will have most, if not all, of what some journalists call the “fault lines” of American society, as defined by the Maynard Institute for Journalism Education: race, gender, class, generation and geography.

This course will also prepare you to distribute your work outside of the classroom. Students are encouraged 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 for more on how to pitch your work to the campus newspaper.

Even if you will not be submitting your capstone for publication with a specific news outlet, subjects in your stories must understand their names will be searchable via Google because the capstones are published on an Annenberg server for accreditation purposes.

Finally, this course will explore strategies for job hunting, including best practices for resumes, cover letters, interviews and choosing the best examples of your work, referred to in most newsrooms as “clips.” We also will review your public LinkedIn and/or social media profile.

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 the original work of longform multimedia journalism/capstone 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 the 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.

Description and Assessment of Assignments

Capstone

Students will conceive, research, pitch and produce an original multimedia project that meets the standards of professional journalism. Multimedia projects allow a layered approach to reporting a story. Students should make a clear and compelling argument for why their project serves the needs of a particular audience that you have identified, and that it includes diverse and inclusive concepts and sources. You will file weekly status updates to keep your reporting on track.

Your project will be anchored by a written story that has video/audio, photographs and perhaps interactive elements. You should expect to craft multiple drafts of your pitch and your presentation. Drafts will count as part of the overall grade and will be edited to professional standards.

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.

As noted above, it is important your sources understand that each element of the story is a work of journalism that will be hosted on a public-facing server — meaning they can be found by search engines.

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 and writing a cover letter. You will also practice interviewing and networking skills.

Student presentations and discussion

Each student will give a presentation analyzing a work of original multimedia journalism published by a professional news outlet. 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

You will be assigned readings 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 few lines that give your response to the reading.

Course Notes and Policies

Class sessions will provide an opportunity for discussion and feedback. I will give you guidance throughout the semester, and you should give each other honest and helpful feedback and support, treating our classroom as a professional, respectful journalistic environment.

As journalists, deadlines are important and they will keep you on track to complete your work in a timely way. If there is some reason why you cannot meet your deadline, you must contact me ahead of time.

Attendance in class and meeting deadlines for assignments are important for the learning experience. Of course, I understand there are times when forces beyond your control mean you miss class or deadline. Those include illness, family emergencies or a death in the family, unavoidable travel, internet outages or computer problems. They DON'T include the fact that you have work to complete in other classes, you've scheduled an interview, your parents or friends are visiting you, it's your birthday, or optional travel.

Required Readings, hardware/software, laptops and supplementary materials

You do not have to purchase a textbook for this class. All readings will be emailed to you weekly and also posted on Blackboard, along with detailed rubrics and assignment sheets.

As journalists, you must become news consumers by reading, watching and listening to news sources every day. I expect you to keep up with world, national, state and local news to be a successful participant in the class. As Annenberg students, you have access to free digital subscriptions of the Los Angeles Times and The New York 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. The Media Center has subscriptions you may access to 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 elevASIAN, 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.

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.

Helpful websites:

BBC Social Media Academy: <http://www.bbc.co.uk/academy/journalism/skills/social-media>

Media Shift: <http://www.pbs.org/mediashift/>

Journalist's Toolbox: <http://www.journaliststoolbox.org/archive/mobile-journalism/>

NPPA: <https://nppa.org>

SPJ: <http://www.spj.org>

NPR training: <http://training.npr.org/category/social-media/>

NPR Social Media Code of Ethics: <http://ethics.npr.org/tag/social-media/>

Style Guides:

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>

Global Press Style Guide: <https://globalpressjournal.com/style-guide/?about>

Annenberg also has its own style guide that students can access through 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 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.

Grading

a. Breakdown of Grade

The criteria I use to grade each assignment, known as a rubric, will be provided with the assignment instructions. Part of your grade will be based on how well you follow instructions which are clearly laid out in the assignment sheets and whether you stay timely with your assignments.

If you want to know your standing in the course at any point you may request to meet in office hours and I will calculate your grade. I will not be providing regular updates so you will need to ask.

Assignment	% of Grade
Pitch for multimedia story	5%
Story presentation/reading responses	10%
Resume/cover letter/mock interview	10%
Weekly status updates and text, digital, video and/or audio drafts	25%
Final project presentation	40%
Participation	10%
TOTAL	100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Journalism

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy 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.

Assignment Submission Policy

All assignments MUST be turned in ON THE DUE DATE. Most assignments will be submitted via Google docs, shared with edit access granted to christina.bellantoni@usc.edu. They will be due at the start of class unless otherwise specified. If you have extenuating circumstances why you cannot turn in your work on the due date, **YOU MUST NOTIFY ME IN ADVANCE.** Extenuating circumstances could include illness, sources cancelling a scheduled interview at the last minute or other conflicts, but if you do not inform me of the reason ahead of time, a late assignment may be penalized half a grade. Late work will be docked points based on the length of time between the due date and submission.

Specifics on what to turn in for your assignments and how to label them will be detailed on the assignment sheets.

Additional Policies

Attendance

You should make every effort to attend class sessions. Please do not schedule interviews or other appointments during class time. If you have an unavoidable reason why you cannot join class, please notify me ahead of time.

Discussion Etiquette

1. Class critiques are a crucial part of learning and making your stories the best they can be. Please close your screens and listen attentively to your classmates' work and offer constructive comments.
2. You all bring a unique perspective to the class and I urge all of you to participate in class discussions and critiques with honest, yet respectful comments. Class discussions are much more interesting and robust when everyone contributes. There will be no tolerance for racism, bigotry, bad attitudes or unwillingness to learn — and that policy should create a respectful environment for all.
3. Always ask questions if you don't understand something or need more clarification, but please make sure you don't dominate the discussion and you allow others the opportunity to speak.

Reporting Etiquette

Please put safety first when conducting your reporting. Conduct interviews outdoors where possible and use your best judgment on masking and distance if you are indoors. I am happy to discuss specifics as they come up and help guide you. In any reporting circumstances, you should act professionally and ethically. See the [RTNDA Code of Ethics](#) and the Annenberg Media newsroom guidelines, including appropriate dress code when you are reporting.

Communication

As your professor and editor for this class, I am available to you outside of structured classroom time. I will hold office hours Monday, Tuesday or Friday but you must use this form to request an appointment. If you email and don't get a response from me during the week within 24 hours, feel free to text. On the weekend, text if you don't get a response to an email within 48 hours.

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 Aug. 25	<p>Come to class having reviewed the material I email to you in advance. (30 minutes of reading)</p> <p>Review syllabus. Welcome to the newsroom. Get to know yourself, and your peers. Start sharing ideas for your capstone project.</p> <p>What's a capstone? Successful examples.</p> <p>In-class writing assignment.</p> <p>Sign up to present.</p>		
Week 2 Sept. 1	<p>Student presentation to the class.</p> <p>Review the pitch sheet and discuss how pitches will go next week.</p>	<p>At least 30 minutes of readings to be emailed no later than Monday.</p> <p>Your first status update is due next week: a short pitch of your capstone.</p>	
Week 3 Sept. 8	<p>Student presentation to the class.</p> <p>Each student will pitch their capstone project and the class will provide feedback in a group session and peer review sessions.</p>	<p>At least 30 minutes of readings to be emailed no later than Monday.</p> <p>Reading response will be due next week, along with a status update.</p>	<p>Your first status update is due today: a short pitch of your capstone project per assignment sheet.</p>
Week 4 Sep. 15	<p>Student presentation to the class.</p> <p>Professor Keith Plocek will visit the class to go over the capstone coding template.</p> <p>Review long pitch assignment sheet.</p>	<p>At least 30 minutes of readings to be emailed no later than Monday.</p> <p>A status update detailing your longer pitch per assignment sheet is due next week.</p> <p>You will need to have started your research and reporting by now.</p>	<p>Status update due today.</p> <p>Reading response due today.</p>

<p>Week 5 Sept. 22</p>	<p>Student presentation to the class.</p> <p>Review story outlines, elements and how to organize your material in a way that's best for your audience.</p> <p>Guest speaker.</p>	<p>At least 30 minutes of readings to be emailed no later than Monday.</p> <p>A status update detailing your audio/visual and digital elements per assignment sheet is due next week.</p>	<p>Your status update due today is the longer pitch of your capstone project per assignment sheet.</p>
<p>Week 6 Sept. 29</p>	<p>Student presentation to the class.</p> <p>In-class work on multimedia elements.</p> <p>WordPress instruction with Josh Logan of the Annenberg Digital Lounge.</p>	<p>At least 30 minutes of readings including design principles and templates review to be emailed no later than Monday.</p> <p>Reading response will be due next week, along with a status update that must include a proposed lede and outline of the written story.</p>	<p>Your status update due today is the outline of the audio/visual and digital elements of your capstone per assignment sheet.</p>
<p>Week 7 Oct. 6</p>	<p>Student presentation to the class.</p> <p>Peer review of proposed lede and outline.</p>	<p>At least 30 minutes of readings to be emailed no later than Monday.</p> <p>Start writing your draft of your written story, which will be due on Oct. 20.</p>	<p>Your status update due today must include a proposed lede and outline of the written story per assignment sheet.</p> <p>Reading response due today.</p> <p><u>Sign up for a one-on-one office hours session.</u></p>
<p>Week 8 Oct. 13</p>	<p>No Class: Fall Break</p>	<p>NO READINGS</p>	<p>NOTHING DUE THIS WEEK / Draft of your written story will be due on Oct. 20.</p>

<p>Week 9 Oct. 20</p>	<p>Career discussion today will cover every element of finding and landing your dream job. We'll review how to craft your resume, cover letter and refine your public social media presence. We'll discuss networking and interview best practices.</p> <p>Likely guest speaker.</p> <p>Sign up for a mock interview session that will be held in November.</p>	<p>NO READINGS</p>	<p>Your status update due today will be a full draft of your capstone's written story per assignment sheet.</p>
<p>Week 10 Oct. 27</p>	<p>Student presentation to the class.</p> <p>Continue career discussions and techniques for recorded video interviews used by many large companies.</p> <p>Group discussion of digital elements due today.</p>	<p>At least 30 minutes of readings focused on job searching to be emailed no later than Monday.</p> <p>Work on your resume, cover letter and LinkedIn profile for the mock interview per assignment sheet. They will be due the day of your interview.</p>	<p>Your status update due today must include a draft of your digital element per assignment sheet.</p> <p>Reading response due today.</p>
<p>Week 11 Nov. 3</p>	<p>Student presentation to the class.</p> <p>Group discussion of multimedia elements which will be due Nov. 10.</p>	<p>Mock interviews begin this week. Due at the time of your interview: cover letter, updated resume and LinkedIn or social media profile.</p>	<p>Status update due today.</p>
<p>Week 12 Nov. 10</p>	<p>Student presentation to the class.</p>	<p>Your status update due next week must include a rough mock-up of capstone website. Scan or take a photo of it.</p> <p>You should be incorporating professor and peer feedback into all capstone elements. Project drafts will be due Dec. 1.</p>	<p>Your status update due today must include edited video or audio draft and script per assignment sheet.</p>

Week 13 Nov. 17	Student presentation to the class. In-class work on WordPress site.		Your status update due today must include a rough mock-up of your website page. Scan or take a photo of it.
Week 14 Nov. 24	No Class: Thanksgiving break	NO READINGS	NOTHING DUE THIS WEEK / FULL CAPSTONE DRAFTS DUE NEXT WEEK, THURSDAY DEC. 1
Week 15 Dec. 1	Student presentation to the class. Review expectations for final project and presentations to be held Dec. 13 at 11 a.m. Complete course evaluation. If there's time, we'll hold a session I call "You're graduating: Don't panic!"		YOUR FULL CAPSTONE DRAFTS ARE DUE AT NOON <u>Sign up for a one-on-one office hours session.</u>
Capstones due Dec. 13 at 11 a.m.	Final projects are due on this date. NO EXCEPTIONS! We will meet during the exam time from 11 a.m. – 1 p.m. to review your projects.		

Internships

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

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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

<https://eeotix.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/note takers/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

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.

Annenberg Student Emergency Aid Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Christina Bellantoni is a professor of professional practice and the director of the Annenberg Media Center. She also has been a contributing editor at The 19th News, a nonprofit newsroom that covers gender, politics and policy, since 2021. She joined Annenberg in August 2018 after serving as a member of the masthead at the Los Angeles Times for three years. Over her more than 20 years in journalism, Bellantoni worked as a reporter and editor, behind the camera as a producer and in front of it as an analyst on national television. She has covered local, state and federal government, along with four presidential campaigns and the White House.

She spent 12 years as a journalist in Washington, D.C. She served as editor-in-chief of the Capitol Hill newspaper Roll Call until moving to Los Angeles in 2015. Before taking over Roll Call, Bellantoni was the political editor at the PBS NewsHour. She also covered politics at Talking Points Memo and the Washington Times. Before moving to D.C., she worked at three newspapers in the Bay Area.