



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

Spring 2023 – Tuesdays – 9-11:30 a.m.

Section: 21100R

Location: ANN 307

Instructor: CJ Jackson

Office Hours: Tuesdays, 11:30 a.m.-12:30 p.m., or by appointment

Contact Info: henry.c.jackson@gmail.com and
jack387@usc.edu
Cell: 515.865.4840

Pronouns: he/him

Instructor: Kingsley Smith

Office Hours: Tuesdays, 11:30 a.m.-12:30 p.m., or by appointment

Contact Info: kingsles@usc.edu, 310-975-9218

Pronouns: he/him

Course Description

Welcome to JOUR 307 Reporting and Writing II — this course is a continuation of JOUR 207 Reporting and Writing I where you will get to explore more types of reporting and add broadcast techniques and storytelling to your course experience. In this semester, you will research, report, write and produce different types of stories across different platforms around a common theme or beat. We'll build on your knowledge around news judgment, ethics, and the role of accurate, relevant and thorough journalism in a diverse world.

In our initial session, we'll discuss our semester-long theme together as a class and formulate our plan for covering our beat in an interesting and thoughtful way.

Student Learning Outcomes

By the end of this course, you should be able to:

- Apply professional standards of news judgment and ethics to real-life situations.
- Report, write and revise news stories, including features and profiles, that are close to professional standards for digital and print platforms.
- Report, write, shoot and edit video and audio news stories for radio and television that are close to professional standards for digital and broadcast platforms.
- Use a range of sources to create accurate, relevant news stories that reflect our diverse society and prioritize accuracy, truth, transparency, context and inclusivity.
- Use language around race, ethnicity, ability, gender, age, sexuality and gender identity, and socioeconomic status with precision in news stories.
- Critique current conflicts, controversies and issues in journalism.

Concurrent Enrollment: JOUR 206 Media Center Practicum. JOUR 307 students are also enrolled in JOUR 206, a weekly three-hour, 50-minute shift in the Annenberg Media newsroom based out of the Media Center. Every journalism undergraduate takes two semesters of JOUR 206, one in Live Production and one in Community Reporting, concurrent with JOUR 207 and JOUR 307. These can be taken in either sequence.

Description and Assessment of Assignments

Your assignments are designed to help you develop as a writer, reporter and emerging journalist. They include homework (story pitches, source lists and story drafts, exercises,) cross-platform news stories, student presentations and a reflection paper.

There are three text and three audio/video stories assignments, which increase in complexity as the semester progresses. You are expected to turn in story drafts and revise these based on instructor feedback.

You'll also work with a group on a presentation that explores a current controversy or issue in journalism and facilitate a class discussion about the topic.

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

Course Notes and Policies

We will use class time to learn actively, and we ask that you make every effort to stay focused and attentive during class. We'll take breaks so you have a chance to check your email and phone. Please refrain from doing non-class related activities during our active learning times.

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

This class involves robust discussion, in-class assignments and peer review and editing. We believe we can all learn from each other. It's our intention to foster a culture of respect, which includes pronouncing your name correctly and using your chosen pronouns. Please speak up if that's not happening. We will discuss class norms in more detail during the first session. If you feel the classroom norms are not being followed by your instructors or classmates, you can use this [form](#) to provide anonymous feedback.

Please feel free to reach out with questions about the assignments or general feedback about the class either via email or scheduled meeting. If you can't make office hours, we can usually work out another time to meet. The best way to us is through email.

We expect you to turn your assignments in on time. We'll deduct points for missing deadlines, so please reach out early and often if you're having trouble meeting those deadlines.

Please post your text stories and video and audio scripts to Blackboard in a Word document or a shared Google document. **Please do not submit assignments in a PDF. Annenberg students have access to Microsoft Office, which includes Word. Shared Google Docs are also acceptable.** Use the template provided for audio/video scripts, a double column format with the narration and sound appearing on

the right and visuals on the left. Please write, word for word, everything the reporter and interview subjects say in your audio/video script.

Video stories should be submitted to Blackboard or Xchange. Here's a step-by-step guide on how to do that: <http://www.annenbergdl.org/tutorials/xchange-student>. If you need help with editing or Xchange, FacTech staff is available in the Media Center during regular business hours.

Because this course is about developing your skills as a professional journalist, we expect you to interview sources outside of your friends and family. If there are good reasons to include them in your story, please talk to us about this in advance.

This semester, we'll focus our reporting efforts on the communities around USC, Jefferson Park and Exposition Park.

Required Readings, hardware/software, laptops and supplementary materials

Weekly reading assignments will be posted to Blackboard. These readings will be essential to group presentations, classroom discussions and exercises conducted during class sessions. If you are having trouble accessing readings for any reason, please reach out to us and we will assist.

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

We'll expect you to use AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on BB:

NLGJA Stylebook on LGBTQ Terminology

<https://najanewsroom.com/reporting-guides/>

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

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

The Diversity Style Guide: The NAHJ Cultural Competence Handbook:

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

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

Annenberg also has its own style guide that students can access through the app Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is developed with input from students, and whether 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.

News Consumption and Knowledge of Current Events

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times (<http://nytimesaccess.com/usc/>), and the Los Angeles Times (<https://my.usc.edu/los-angeles-times/>) as well as the Wall Street Journal.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, 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, elevASIAN and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You’re encouraged to sign up for Nieman Lab’s newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Grading

a. Breakdown of Grade

Assignment	% of Grade
Vox Pop (audio/video story #1)	5%
Localizing a national story (750-word text story #1)	10%
Homework (broadcast leads, story drafts, video sequence, HW reporter package)	15%
Profile (audio/video story #2)	10%
Profile (text story #2)	10%
Ethics presentation	5%
Reporter package (audio/video story #3)	15%
Final text story (text story # 4)	15%

Assignment	% of Grade
Participation (includes in-class assignments, peer review, news quizzes and journal entries)	15%
TOTAL	100%

b. Grading Scale

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B-	67% to 69%: D+ (D plus)
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+ (B plus)	74% to 76%: C	60% to 63%: D- (D minus)
84% to 86%: B	70% to 73%: C- (C minus)	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: 1/9/2023 – 4/28/2023; Final Exam Period: 5/3-10/2023)

Link: <https://classes.usc.edu/term-20231/calendar/>

Last day to add: Friday, January 27, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, January 27, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Saturday, January 28, 2023 [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, January 31, 2023

Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade: Friday, February 24, 2023 [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 7, 2023

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 One – 1/10

Review syllabus and expectations for class, create classroom norms.

Sign up for ethics/issue presentations.

In class: Students will write a hard news text brief from an assigned fact sheet. This is a diagnostic exercise and is not graded.

Broadcast writing basics.

Students will write broadcast leads and review together.

Homework: Broadcast leads. Email broadcast leads to instructors, due before class.

Week Two – 1/17 Learning about a community, finding stories and sources, story pitches

Due: Broadcast leads. Review in class.

How to research a community. Possible guest: Chimene Tucker, USC librarian

Finding sources. Story pitches. Review attribution.

Homework: Start thinking about a pitch for your first story, a text assignment a 750-word story that “localizes” a national issue. Use the template we discuss in class and share written pitch via email.

Readings: How to write a news script for TV News

ATVN Handbook, Tips on Broadcast Writing (on Blackboard)

Week Three – 1/24

Vox pops, nut grafs

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

In class: Find the “nut grafs” in stories

Broadcast: Vox pop and MOS basics.

Homework: Collect, write and edit a one-minute audio “vox pop.” Due next week.

Upload the completed video/audio to Exchange and share via email.

Readings:

Vox Pop Handout from Prof. Willa Seidenberg

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

Vox Pop Tips

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

Week Four – 1/31

Interviews, observation, choosing quotes in text and broadcast

Due: Vox pops. Review in class. How did it go interviewing people?

Review story pitches in class.

Interviewing and finding sources, choosing quotes/SOTS and in and out of them, taking notes, observations.

In class: Review pitches. Practice observation writing. Practice interviews with classmates, choose quotes and SOTS from your practice interviews.

Homework: Write the first draft of your 750-word story. **Drafts are graded. They count as homework assignments and are not optional.** Group presentation #1 next week; all students should come to class prepared to discuss readings.

Readings:

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

Week Five – 2/7

Copy editing, story structure, verification

Due: First draft of text story. **Your instructor will return your text story with notes and suggestions to be incorporated into the final draft.**

Review copy editing and structuring a story.

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

Verification exercise.

Presentation #1: Journalism and verification. Classmates will present using the readings and all students will write a written response.

Homework: Complete your text story, due before class next week.

Readings:

Kovac and Rosenstiel, "The Essence of Journalism Is a Discipline of Verification, The Hierarchy of Accuracy, The Hierarchy of Information and concentric circles of sources."

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

<https://www.americanpressinstitute.org/journalism-essentials/verification-accuracy/hierarchy-accuracy/>

<https://www.americanpressinstitute.org/journalism-essentials/verification-accuracy/hierarchy-information-concentric-circles-sources/>

Case study: Gabby Giffords shooting

<https://www.npr.org/sections/publiceditor/2011/01/11/132812196/nprs-giffords-mistake-re-learning-the-lesson-of-checking-sources>

<https://www.npr.org/sections/publiceditor/2011/01/18/132964802/how-nprs-giffords-mistake-hurt-the-families>

Week Six – 2/14

Profiles

Due: Final draft of text story. **This should reflect revisions from the first draft.**

Profiles – What makes someone newsworthy?

Broadcast: Shooting a video interview, sequences and telling a story with pictures. Writing a VSV – video, sound, video.

In class: Practice shooting, editing and writing a VSV.

Homework: Create a pitch for a 1000-word text and 1:00 – 2:00 video profile using template. Finish your VSV. Upload the script and video to Blackboard.

Readings: Harrower pp 124 – 125 Profiles

Week Seven – 2/21

Structuring a profile story.

Due: Profile pitch/ short video sequence (VSV).

In class: Review video sequences. Review profile pitches for a 1000-word text and 1:00 – 2:00 video story and approve in class. The video story can be "natural sound" or use a reporter track. Discuss structuring a profile story.

Homework:

Drafts of the profile stories are due next week. **Drafts count as homework assignments and are not optional. Students should submit a draft of the text story and the video script.**

Group presentation #2 next week.

Week Eight – 2/28

Newsroom diversity

Due: Text profile draft/ video profile draft.

Review story drafts in class.

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

Edit training in class: using a reporter track.

Homework: Finish text and video profiles. Share final written piece, video script and video.

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

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

<https://mailchi.mp/poynter/when-white-journalists-get-into-spaces-we-cant?e=d60d086d4d>

Reporting Inequality, Chapters 2 and 4 (on Blackboard)

Week Nine – 3/7

Feature stories / sidebars

Due: Text and video profile stories final draft.

In class: Review your profiles in class. Discuss next text story.

You'll be writing a long text feature of approximately 1200 – 1500 words for your final.

Techniques of feature writing

Homework: Start thinking about a pitch for sidebar/final story.

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

Spring Break – 3/14

No class

Week Ten – 3/21

Reporter packages

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

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

Write a pitch for the final text feature. Presentation #3 is next week.

Week Eleven – 3/28

Due: Reporter package homework. Review in class.

Due: Pitches for sidebar/ final story. Review in class.

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

Readings:

Sara Fischer, Trust in News Collapses to Historic Lows <https://www.axios.com/2022/07/08/news-republicans-democrats-trust-partisanship>

Scan this presentation about research on trust in news, which we'll discuss further in class.

https://docs.google.com/presentation/d/16g86Z0MExJfMVIMyXYONIC6svelocTtHBF4PL0onql/edit#slide=id.g10260076a7c_0_1417

Homework: Revise pitch based on instructor feedback.

Week Twelve – 4/4

On-air reporting

In class: Live reporting, the role of the reporter in broadcast.

Homework: Write a story pitch for final reporter package. This can be connected to the final or a standalone package. Use the template provided in Blackboard.

Week Thirteen – 4/11

Expanding your sourcing

Due: Reporter package pitch.

In class: Expanding your sourcing. Who do you need to talk to for longer stories? How many sources is “enough”?

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

Techniques of feature writing – leads, structure, anecdotes and observation.

Homework: Revise story pitch for final reporter package. Write a progress report on your final story.

Week Fourteen – 4/18

Due: Revised pitches for final reporter package.

Review in class, discuss final project. What obstacles are you encountering?

Homework: Work on final reporter package and final text story.

Week Fifteen – 4/25

Young alumni panel

Homework: Keep working on your final stories. Submit a draft of your final text story and a draft script of your final video story by deadline as per your instructor.

Final Exam – 5/9, 8/10 a.m.

In-class, in-person presentation of final stories – long text feature and reporter package.

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 Academic Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC’s Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one’s

education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to:

Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.

USC School of Journalism Policy on Academic Integrity

https://catalogue.usc.edu/preview_entity.php?catoid=16&ent_oid=3459

"Since its founding, the 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."

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.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

Free and confidential mental health treatment for students, including short-term psychotherapy, group

counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273- 8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

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

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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 Instructors

CJ Jackson

Please call me CJ - not professor! I have taught at USC Annenberg since 2016 and also serve as communications director for Guild Education, a tech startup focused on education. Before Guild, I worked for the owner and executive editor of the Los Angeles Times serving as director of editorial events for the paper, was a staff editor at Politico, covering the 2016 campaign and the Trump administration and spent nearly a decade as a national writer at The Associated Press in Washington DC, and Des Moines Iowa where I covered two presidential campaigns, Congress, public policy and did sit-down interviews with world leaders and, once, an actor playing Superman. I began my career as a city reporter at the Kansas City Star and graduated from the University of Kansas (Rock, Chalk, Jayhawk) where I also served as Dole Fellow at the Dole Institute of Politics.

Kingsley Smith

Kingsley Smith has been teaching graduate and undergraduate courses at Annenberg School for Journalism since 2014. Kingsley's an award-winning television showrunner, producer and broadcaster with over 25 years of live production experience. He's currently a Coordinating Producer for the NFL Network and showrunner for the program NFL Total Access. Previously, he was the News Director for KTTV (FOX) in Los Angeles. He's worked in newsrooms in Dallas, St. Louis, Philadelphia and Los Angeles leading, creating, producing and managing news and information programs for on air and online. He also operates his own custom video production and marketing company creating original brand journalism and related content for small and large business, individuals, corporations and organizations.