USCAnnenberg

JOUR 372: Engaging Diverse Communities
2 Units

Spring 2023 – Tuesdays – 3-4:40 p.m.
Section: 21188R
Location: ANN 413

Instructor: Laura Castañeda, Ed.D.
Office: ASC 121-C
Office Hours: Tuesdays, 1-3 p.m.; Thursdays, 1-3 p.m.; or by appointment
Contact Info: lcastane@usc.edu; 213-821-0762 (o); 323-445-0762 (c).
Pronouns: she, her, ella

Course Description

Grassroots leaders now tell journalists, "There is no such thing as 'giving voice to the voiceless.' We have voices. Just pass the mic." This assertion—that a proverbial microphone has been withheld from some communities—is the key point of exploration for this course. In JOUR (372) Engaging Diverse Communities, we study who has been left out of news discourse historically, and what you, as a future industry leader, can do about it.

A journalist's reach into communities for stories and sources has never been easier than it is today, thanks in large part to social media. With unprecedented speed, journalists can gauge the pulse of a community through social platforms like Twitter, Instagram, Facebook, WhatsApp and Snapchat. These platforms also allow journalists to include in their news stories social media content produced by private citizens themselves. Sometimes social media posts even become the news. This course will teach you how to use various methods, including social media, to find new voices. We will continue to hone our traditional reporting skills, but we also will learn how to engage with a community using community listening, engagement methods, as well as social media and social distancing reporting techniques. For example, we will discuss who is affected by issues and how to reach these groups. We will also discuss how to identify strong, citizen-produced content. Lastly, we will learn how to use social media to crowdsource information, public reactions, and potential sources from citizens across our city.

In addition, good reporting begins with foundational knowledge about a community. Yes, you can "parachute" into a location and produce decent work if you are empathetic and smart. But deeper, ground-breaking work takes real understanding of a community's history and contemporary issues. Besides race, gender, and ethnicity, it is important to note that "diversity" includes socioeconomics, sexual orientation, citizenship status, religion, disability, and generational issues, and military status, among other things. Many of these communities are intersectional, and are not limited to geography (i.e., they thrive online).

To accomplish our goals, at the beginning of the semester, you as a class will decide on a diverse community you would like to cover. The community does not have to be bound by a specific geographical region (although it can be). You may focus also on communities that form based on intersecting markers of identity, such as race or gender. The idea here is that you think deeper into who is missing from the day-to-day news coverage you consume. Each assignment in this class will allow you to delve deeper into what it means to include these diverse groups into your beat.

Student Learning Outcomes

If you show up for every class, ask great questions, and listen compassionately, you will leave this class knowing how to:

- Identify effective community engagement strategies (In-class assignments and discussions/pop-up newsroom).
- Identify ways to build trust in news media – and ways media have failed to earn trust in communities (pop-up newsroom; community callout).
- Demonstrate community listening techniques using a human-centered, journalistic framework (pop-up newsroom; human-centered interview; community callout; social justice video).
- Explain how the term "diverse communities" can encompass many kinds of differences, including, but not limited to, age, race, ethnicity, sex, gender, disability, religion, etc. (human-centered interview; social justice video; community callout and display).

Description of Assignments (rubrics posted on Blackboard)

- Popup Newsroom (small group project) – An event where your team heads into the community to talk to members about issues that are important to them.
- Human-centered interview – a 30-minute interview with someone from your community to gauge the topics that are under covered or of most interest to that community.
- Community Project (three Tik Toks, an event, a Q&A or a display) (small group project) – Your group will use the research from your previous two assignments to develop projects of interest/importance to your community
- Social Justice Video—a video (60 to 90 seconds in length) about an event or issue of interest to your community.
- In-Class Assignments – weekly

Deadlines (please plan accordingly)

- Popup Newsroom   **Due Jan. 31.**
- Human-centered interview **Due Feb. 28.**
- Community Project **Due April 4.**
- Social Justice Video. **April 25.**
- In-Class Assignments (C/NC)

Course Notes and Policies

- ◼ Read, view and/or listen to all assigned materials before each week's class sessions.
- ◼ Engage in class and online discussions.
- ◼ Complete all assignments on time. Upload materials in a Word doc.
- ◼ Actively engage with guest speakers.
- ◼ Late assignments will be penalized unless there is a legit excuse. Missing class (and in-class work) cannot be made up unless there is a legit excuse (illness or family emergency).

Required Readings, hardware/software, laptops and supplementary materials:

All readings will be posted on Blackboard, along with the following resources:
USC Library's Journalism Research Guide, which includes a link to the AP Stylebook
Other readings and videos will be uploaded to Blackboard and are listed in the Weekly Schedule, Course Breakdown.
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 also will be available on BB:

NLGJA Stylebook on LGBTQ Terminology: https://www.nlgja.org/stylebook/
National Center on Disability and Journalism: https://ncdj.org/style-guide/
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 has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: http://bit.ly/annenbergediting

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

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

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

News Consumption and Knowledge of Current Events
As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal, and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters, and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok.

You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

You should be active on social media (at least following news sites, reporters and communities).

Class Attendance and Late Assignments:
Class attendance is required unless you are ill or there is another emergency (please try to email me before class if that's the case). Otherwise, you will not be able to make up missed in-class work. Same goes for

deadlines. If you need an extension due to illness or an emergency, please contact me. Otherwise, late assignments will be accepted, but points will be docked.

Grading
a. Grading Breakdown
Description of assessments and corresponding points and percentage of grade.

Assignment	Points	% of Grade
Pop-up Newsroom	100	20%
Human-centered interview	100	20%
Community Project	100	20%
Social Justice Video	100	20%
In-class Assignments	100	10%
Pitches	100	10%
TOTAL	**600**	**100%**

b. Course Grading Scale
Letter grades and corresponding point value ranges.

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
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.* ***All readings/viewings of videos must be done before each class session.***

Week 1 – Jan. 10 – What is "Community?" How "diverse" are communities? Why is coverage of communities so important? How has the news media failed its communities?
There are many types of "communities" and learning how to cover them well is the key to excellent journalism. It's also key to our democracy.
Class intros; review syllabus and course requirements. Review how Blackboard will be used.

Readings:
On Bb
Chapter 1, Son, "Far from the Tree: Parents, Children and the Search for Identity," by Andrew Solomon.
Chapter 5, New Models, "Ghosting the News: Local Journalism and the Crisis of American Democracy," by Margaret Sullivan.
• The best ways to build audience and relevance by listening to and engaging your community
https://www.americanpressinstitute.org/publications/reports/strategy-studies/listening-engaging-community/single-page/

In-Class:
Decide as a class which community(ies) to cover. Break into small groups for pop-up newsroom assignment, which is due Jan. 31

Homework:
Each small group decides on three possible locations within its community to set up its pop-up newsroom.

Week 2 – Jan. 17 – Pop-Up Newsrooms
The growth of hyperlocal journalism, case studies and new ways to connect with communities – including pop-ups.

Readings:
On Bb:
Wenzel, Chapter 3.
• Journalism for Democracy and Communities: A New Framework
https://journalismthatmatters.org/wp-content/uploads/2017/06/Journalism-for-Democracy-and-Communities-6.20.17.pdf
• Media Deserts
http://www.mediadeserts.com
• Audience research at The Atlantic: How we use it — and what we don't expect it to do for us
https://building.theatlantic.com/audience-research-at-the-atlantic-how-we-use-it-and-what-we-dont-expect-it-to-do-for-us-dacbb53bc053

In-Class: Review proposed pop-up locations.

Homework: Pop-Up report due Jan. 31.

Week 3 – Jan. 24 – Learning how to Cover a Community, Part I
No matter what beat you are assigned, you must learn how to dig into that community through research and personal connections with experts as well as people who "live" in those community spaces.

Readings:
On Bb:
Wenzel, Chapter 3.
"Why Should I tell you? A Guide to Less Extractive Reporting," by Natalie Yahr, Center for Journalism Ethics.
• A guide to building deeper relationships with the communities you cover
https://www.poynter.org/tech-tools/2017/a-guide-to-building-deeper-relationships-with-the-communities-you-cover/

In-Class: Review Pop-Ups.

Homework: Pop-Up report due Jan. 31.

Week 4 – Jan. 31 – What is human-centered design/interviewing
Unlike typical journalism interviews, which are aimed at extracting information, the human-centered design approach is to try put oneself in the shoes of those being interviewed and adopt their perspective.

Readings:
On Bb:
"How Design Thinking Transformed Globe and Mail's Newsroom, Audience Reach," by Shelley Seale, IMMA, April 4, 2018.
"Human-Centered Design Helps Media Help Refuge Camp Youth," by Seeman and Mong, April 27, 2016, JSK Journalism Fellowships.
• How do you redesign your education coverage? Start by doing your homework
https://medium.com/engagement-at-kpcc/how-do-you-redesign-your-education-coverage-start-by-doing-your-homework-4179088da0f4
• How KPCC designed a new education beat in the middle of a pandemic
https://medium.com/engagement-at-kpcc/how-kpcc-designed-a-new-education-beat-in-the-middle-of-a-pandemic-63b90bfdd1f9

In-Class: Review pop-ups.
Homework: Start working on your Human-centered interview; report due Feb. 28.

Week 5 – Feb. 7 – Social listening for new voices, story ideas and audience/community engagement strategies
Social media has opened new doors for story ideas, sources, fact-checking, engagement, etc. We will look at researching a community through data and crowdsourcing and using various platforms such as YouTube, Twitter, Instagram, Facebook, and Snap Chat to engage in social listening for new voices and identify story ledes and audience engagement strategies.

Readings:
On Bb:
Wenzel Ch. 4
• Resources for Listening to Audiences:
https://www.americanpressinstitute.org/diversity-programs/resources-listening-audiences/
• "JMR's Participatory Journalism Playbook," by Jesikah Maria Ross. March 23, 2019.
• Journalism Schools Emphasize Listening: https://www.niemanlab.org/2020/12/journalism-schools-emphasize-listening/
• **Five Kinds of Listening for Newsrooms and Communities**
https://medium.com/the-engaged-journalism-lab/five-kinds-of-listening-for-newsrooms-and-communities-67c373c25df8

In-Class: Search Instagram + TikTok for news ledes about your community.

Homework: Keep working on your human-centered interview; report due Feb. 28.

Week 6 – Feb. 14 – Building Trust in the News
Trust in news is low, which causes communities to turn away from news media. What are some strategies to start re-building trust?

Readings:
On Bb:
Wenzel, Intro and Chapter 2.
• Start Earning Trust:
https://trustingnews.org/start-earning-trust/
• "Why diverse online communities don't trust journalists and seven ways to fix it," by Lisa Armstrong, April 18, 2018, Knight Foundation.
• How API can help you demonstrate credibility and build audience trust
https://www.americanpressinstitute.org/how-we-can-help/trust/

In-Class: Reflection.
Homework: Keep working on your human-centered interview. Report due Feb. 28

Week 7 – Feb. 21 – Engagement through community events, callouts, partnerships, and outreach
Working with your community by partnering with them for events or making "callouts" can lead to successful journalism projects.

Readings:
On Bb:
Wenzel Ch. 5
"Journalism and Libraries: 'Both Exist to Support Strong, Well-Informed Communities,'" by Eryn Carlson, Neiman Reports, June 19, 2019.
"Meet Tik-Tok: How the Washington Post, NBC News, and The Dallas Morning News are the using of-the-moment platform," by Christine Schmidt. Neiman Reports. June 18, 2019.
"How Cap Radio uses First-Person Narrative Documentaries to Share In-Depth Community Stories," by Mary Anne Funk, The View from Here. July 9m 2018.
• KPCC created a 'How To Get To College' Guide for Adults in California. Now we want to ship you copies, for free.
https://medium.com/engagement-at-kpcc/how-to-order-kpccs-free-how-to-get-to-college-guide-for-adults-in-california-ccb5d8369a9e
•Meet the team: Stefanie Ritoper on the newsroom experiment of engaging parents and caregivers
https://medium.com/engagement-at-kpcc/meet-the-team-stefanie-ritoper-on-the-newsroom-experiment-of-engaging-parents-and-caregivers-86bb13fe878e

In-Class: Break into small groups for your community project, due April 4.

Homework: Human-centered interview due today. Share lessons learned.

Week 8 – Feb. 28 – Conversing with Community Online
In the age of social media, the era of misinformation, it is important to communicate with communities online. But how to do so in an accurate manner that does not spread misinformation?

Readings:

On Bb:
• Five things newsrooms can do to empower the public *right now*
https://medium.com/we-are-hearken/five-things-newsrooms-can-do-for-the-public-starting-right-now-dd0672a8cc77#.avt3vi4kg
• How to engage your audiences in 5 key steps
https://www.americanpressinstitute.org/publications/reports/strategy-studies/5-steps-engagement/

In-Class: Share lessons from human-centered interview.

Homework: Start working community project, due April 4.

Week 9 – March 7 – What is Social Justice as it pertains to Journalism?

Readings:
On Bb:
"9 things to think about before creating your own social justice beat," by Stephens, Gendron and McAndrew, Reynolds Journalism Institute, Mizzou. Feb. 10, 2022.
"How Journalists are Challenging Ideas of Objectivity While Empowering their Communities," by Nicole Froio, Current, May 20, 2021
"A Reckoning Over Objectivity, Led by Black Journalists," by Wesley Lowrey, New York Times,
"Redistributing Power in Communities Through Involved Journalism," by P. Kim Bui, The Membership Puzzle Project, June 18, 2019.

In-Class: Update on community project.

Homework: Keep working on community project, due April 4.

March 13-17 Spring Break

Week 10 – March 21 – Guest Speaker (TBD)

In-class: Reflection.
Homework: Keep working on community project, due April 4.

Week 11 – March 28 – What is Structural Racism in Journalism?

Readings:
On Bb:
"Structural and Systemic Racism, Chapter 2, Reporting Inequality, Sally Lehrman and Venise Wagner.

In-Class:
Review community project.

Homework: Start thinking about your social justice video, due April 25.

Week 12 – April 4 – Learning how to cover a community Part II: Solutions Journalism
Due: Community project
Readings:
On Bb:

Wenzel, Chapter 1.
"Why should I tell you? A New Guide Aims to Make Reporting Less Extractive," by Joshua Benton, Neiman Reports. May 8, 2019.
"Building Relationships in Under covered Communities," Chapter 11, Reporting Inequality, by Sally Lehrman and Venise Wagner.
"White Reporters: It's Time to Pop Your Parachute and Share your Byline," by Erica Hensley, Scalawag.

• Redistributing power in communities through involved journalism
https://membershippuzzle.org/articles-overview/redistributing-power

In-Class: Social video update. Reflection.
Homework: Work on social justice video, due April 25.

Week 13 – April 11 – Guest Speaker – TBD.

Readings:
Wenzel, Conclusion

In-Class: Reflection.
Homework: Work on social justice videos, due April 25.

Week 14 – April 18 – Guest Speaker – TBD

Readings:
On Bb:
Chapter 2, News for (and by) the Rich and White, "News for the Rich, White and Blue: How Place and Power Distort American Journalism," by Nikki Usher.

In-Class: Reflection.
Homework: Work on social justice video, due April 25.

Week 15 – April 25 – How to be an ally in the newsroom; Course wrap-up
Due: Social justice video
The news industry – and newsrooms – are changing**.** As future industry leaders, what can you do to make sure the industry remains healthy and welcoming to all?

Course Wrap-up
Course Evaluation
Instructor Evaluation

Readings:
On Bb:
"A Moment for Change: Allies Can Make a Difference," By Jill Geisler. National Press Club.
"How to be an Ally in the Newsroom," by Emma Carew Grovum. Source. April 24, 2019.

In-Class: Screen/discuss social justice videos.
Homework: Full cut of social justice video due today. You may make edits and upload new version by May 9.

Final: Tuesday, May 9, 2-4 p.m. Final edits to social justice video due.

Classes end – April 28

Study Days – April 29-May 2
Exams – May 3-10
Commencement – Friday, May 12

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

**Statement on Academic Conduct and Support Systems 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 Instructor
Dr. Laura Castañeda, Ed.D. is a Professor of Professional Practice and the Associate Dean for Diversity, Inclusion, Equity and Access at Annenberg. She has been a staff writer and columnist for *The San Francisco Chronicle* and *The Dallas Morning News*, and a staff writer and editor at *The Associated Press* in San Francisco, New York, and Mexico. She has freelanced for a range of publications including *The New York Times, USA Today's Hispanic Living* and *Back to School magazines*, and *TheAtlantic.com*, among others. Scholarly articles have appeared in the journals *Media Studies* and *Journalism and Mass Communication Educator*. She co-authored "The Latino Guide to Personal Money Management" (Bloomberg Press 1999) and co-edited "News and Sexuality: Media Portraits of Diversity" (Sage Publications 2005). Castañeda was awarded the 2019 Barry Bingham Sr. Fellowship by the American Society of News Editors in recognition of an educator's outstanding efforts to encourage students of color in the field of journalism. She earned undergraduate degrees in journalism and international relations from USC, a master's degree in international political economy from Columbia University and was awarded a Knight-Bagehot Fellowship in business and economics reporting from Columbia. Her doctorate is from USC's Rossier School of Education. She served as Associate Director of the J-School for four years.