



## **JOUR 478: Politics of Sports Writing**

### **4 Units**

**Fall 2023 – Wednesdays – 6-9:20 p.m.**

**Section:** 21283R

**Location:** ANN 211

**Instructor:** Cristina Daglas

**Office Hours:** Wednesdays, 5-6 p.m., and by appointment

**Contact Info:** [daglas@usc.edu](mailto:daglas@usc.edu), 847.687.3636 (cell)

**Pronouns:** she/her

### **Course Description**

We are in the middle of a journalistic reckoning – social unrest, newsrooms in crisis, a startling lack of diversity in the industry, a still-surging pandemic. All of this adds on to an already complex sports landscape, one that has converged with racism, sexism, mental health issues, discrimination and corruption. To put it simply, sports are human, and sports are political. As Howard Bryant writes in his Introduction to Best American Sports Writing (a reading assignment for Week 2), “Despite the ubiquity of the phrase ‘stick to sports,’ sports has never quite known how to stay in its lane, never allowed itself to be relegated to the kids’ table, even when newspapers would derisively refer to it as the ‘Toy Department.’” This course will explore those complexities, delving into reporting, writing, editing, access, source-building and social media. We will critically examine the different styles of sports writing, focusing on the social context of sports and writing, and the relationship between sports and politics.

The course will be reading, writing and research intensive. It will require a deep level of critical thinking. And it will require thoughtful and consistent participation. Classes will include lively group discussions, respectful debate and exercises designed to make you question even the most basic journalistic principles. You will be asked to challenge your own opinions and those of your classmates, working together to refine your perspectives on sports and sports journalism. And you will have the opportunity to learn from award-winning writers and editors. They will join us to discuss their work and specific topics, providing individual case studies as we work our way to final projects.

### **Student Learning Outcomes**

By the end of this course students will:

- Describe the current state of sports journalism
- Differentiate various styles of sports writing, and identify when each is applied
- Analyze the role of sport in society, particularly the intersection of sport and politics
- Practice in-depth reporting techniques and solve challenges in their execution.
- Develop reporting and editing skills at a professional standards

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

Students will spend the semester reading, participating in conversation and debate, and working on a reported narrative of their own. Each assignment will build toward the final project – the pitch letter, first draft, second draft, peer edits and final draft. Students will learn reporting, writing and editing techniques, while also hearing from some of the best sports journalists in the business, understanding their approach to their jobs in an evolving media climate.

### **Course Notes and Policies**

- The culture of this course will be based in respect.
- All opinions will be encouraged and valued. Any issue will be quickly addressed. Approaching each discussion with an open mind will lead to more fruitful conversation.
- To that end, participation is essential. Please come prepared to discuss readings and ask questions.
- And to that end, attendance is crucial. If you’re going to miss a class, please notify me in advance. A pattern of missed classes will negatively affect your final grade.
- I will hold office hours before class each week and by appointment. The best way to reach me is via email. I will respond within 24 hours during the week and within 48 hours on weekends.

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

This course will carry a heavy reading load each week, both in assigned readings and those required for your final project. All assigned readings will be made available on Blackboard. Other readings for your project may require subscriptions or access via USC libraries.

All USC students have access to the AP stylebook via the USC library.

([https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc\\_edu/](https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/).)

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

The following style guides will be available on BB:

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

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

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

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

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

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

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times 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](http://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. Grading Breakdown

Assignment	Points	% of Grade
Pitch Letter	50	5%
Outline	50	5%
Questions for guest speakers, reading reflections, assignments	150	15%
First Draft	200	20%
Second Draft	200	20%
Peer Edits	50	5%
Final Draft	300	30%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### 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](mailto:dt.city@gmail.com) for more on how to pitch work to the campus newspaper.

### **Add/Drop Dates for Session 001**

**(15 weeks: 8/21/2023 – 12/01/2023; Final Exam Period: 12/6-13/2023)**

**Link:** <https://classes.usc.edu/term-0231/calendar/>

**Last day to add:** Friday, September 8, 2023

**Last day to drop without a mark of "W" and receive a refund:** Friday, September 8, 2023

**Last day to change enrollment option to Pass/No Pass or Audit:** Friday, September 8, 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, September 12, 2023

**Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade:** Friday, October 6, 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, November 10, 2023

### **Course Schedule: A Weekly Breakdown**

A weekly schedule of the topics, readings, and deliverables for the course.

**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
<b>Week 1</b> Aug. 23	Journalism's Reckoning and How We Got Here	"A Reckoning Over Objectivity, Led by Black Journalists" (Wesley Lowery); "We want objective judges and doctors. Why not	+ Read and listen before class

		<p>journalists too?” (Marty Baron); “A Disparaging Video Prompts Explosive Fallout Within ESPN” (Kevin Draper); “New York Times Co. To Buy The Athletic for \$550 Million in Cash”; “The New York Times to Disband Its Sports Department”</p> <p>Listen: “At an Embattled Moment, the New York Times’ Publisher Makes a Stand” (New Yorker Radio Hour)</p>	
<b>Week 2</b> Aug. 30	The Many Forms of Sports Reporting	<p>“Introduction” (Howard Bryant, BASW 2017); “Michael Jordan Has Not Left the Building” (Wright Thompson); “Where do NBA coaches get their plays?” (Jackie MacMullan); “Roger Federer as Religious Experience” (David Foster Wallace); “Naomi Osaka is Part of a Larger War Within Sports” (Jemele Hill); “How the Texans and a Spa Enabled Deshaun Watson’s Troubling Behavior” (Jenny Vrentas)</p>	<p>+ Read before class</p> <p>+ Pitch Letter due</p>
<b>Week 3</b> Sept. 6	The Politics of Beat Reporting w/ Alden Gonzalez and Ohm Youngmisuk	<p>“What the 2023 World Baseball Classic means for Cuba” (Alden Gonzalez); “Inside Ronald Acuña Jr.’s return to MVP form” (Gonzalez); “Snapshots and moon shots: Padres’ Polaroid tradition continues in NLCS” (Gonzalez); “Scratches, ‘GoT’ and mic stands: Inside Nikola Jokic’s first postseason” (Ohm Youngmisuk); “Paul George and Kawhi Leonard ‘destined’ to play together” (Youngmisuk); “Finding ‘Moms’: Randy Foye’s Mother’s Day celebration” (Youngmisuk)</p>	<p>+ Read before class</p> <p>+ Three thoughtful and specific questions for Alden and Ohm about their stories and/or their process</p>
<b>Week 4</b> Sept. 13	The Politics of Covering the Moment w/ Paolo Uggetti, from the court to culture to conflict	<p>“‘This Is Exhausting’: How NBA Staffers Are Handling New Responsibilities Under COVID-19 Protocols”; “The Decade-long Odyssey of Blake Griffin’s Dunk-Contest Kia”; “Suns Fans Find Meaning—and Connection—in Devin Booker’s Mexican Heritage”; “Why college football’s must-see attraction is a punter from San Diego State”; “All eyes are on Phil Mickelson for everything but his golf”</p>	<p>+ Read before class</p> <p>+ Three thoughtful and specific questions for Paolo about these stories and/or his process</p>
<b>Week 5</b> Sept. 20	The Politics of Source-building w/ Adrian Wojnarowski	<p>“Clippers to land Leonard, George” (Woj); “Sources: Fear of Lakers dynasty drove Clips’ deal” (Woj); “The coronavirus pandemic shut the NBA’s doors – here’s how the league is determining its next steps” (Woj); “Suns acquire Kevin Durant from Nets in blockbuster deal” (Woj)</p> <p>Plus: Listen to Episode 1 of The Giannis Draft</p>	<p>+ Read and listen before class</p> <p>+ Three thoughtful and specific questions for Woj about these stories and/or his process</p>
<b>Week 6</b> Sept. 27	The Politics of In-depth Reporting and the art of the tick-tock w/ Ramona Shelburne	<p>“Inside the tension between Kawhi Leonard and the Spurs” (Ramona Shelburne, Michael C. Wright); “How LeBron’s decision instantly changed the Lakers, Cavs and NBA” (Shelburne); “How two phone calls two years apart led to the Los Angeles Lakers landing Russell Westbrook”</p>	<p>+ Read and listen before class</p> <p>+ Three thoughtful and specific questions for</p>

		<p>(Shelburne); “Inside the tense negotiations that led to a James Harden-Ben Simmons superstar swap” (Ramona Shelburne and Adrian Wojnarowski)</p> <p>Plus: Listen to Episode 1 of the Sterling Affairs</p>	<p>Ramona about her work and/or process</p> <p>+ Outline due</p>
<b>Week 7</b> Oct. 4	Race & Sports w/ Howard Bryant	<p>“Why it matters that Roger Goodell didn’t say Colin Kaepernick’s name”; “The exile of Oakland A’s Bruce Maxwell and the birth of MLB’s Black player movement”; “The reality of Black pain is breaking American sports’ status quo”</p>	<p>+ Read before class</p> <p>+ Three thoughtful and specific questions for Howard about these stories and/or his process</p>
<b>Week 8</b> Oct. 11	The Politics of a Changing Industry w/ Brian Windhorst	<p>“The mysterious fall and harrowing story of an NBA center” (Windhorst); “Why NBA players are hoarding Kobe Bryant’s Nike sneaker line” (Windhorst); “‘This is the future’: NBA Top Shot and the dizzying world of digital collectibles” (Windhorst); “Inside the decade-long plan to bring Victor Wembanyama to NBA glory” (Windhorst); “Brian Windhorst and the Burden of Being a LeBron James Whisperer” (Kevin Draper)</p> <p>Watch: “What’s going on in Utah?”</p> <p>Listen: 1 Episode of the Hoop Collective</p>	<p>+ Read and listen before class</p> <p>+ Three thoughtful and specific questions for Brian about these stories and/or his process</p> <p>+ First Draft due</p>
<b>Week 9</b> Oct. 18	The Politics of Access and Event Coverage w/ Dave Wilson	<p>“Bearing witness to the disaster at 12” (Kevin Van Valkenburg); “Watching Drake is almost as exhausting as being Drake” (Tim Keown); “Almost There” (Roger Angell); “In Chicago, the final wait for a Cubs World Series win mixed joy and sorrow” (Wright Thompson); “Home run balls, vigilant ushers and the souvenir of a lifetime” (Dave Wilson); Inside the growing world of the Texas High school BBQ State Championship” (Wilson)</p>	<p>+ Read before class</p> <p>+ Three thoughtful and specific questions for Dave about these stories and/or his process</p>
<b>Week 10</b> Oct. 25	The Politics of Editing	<p>“How Reche Caldwell Googled his way from the Patriots to prison” (David Fleming); “Why did Derrick Gordon make history and then suddenly shun the spotlight?” (Pablo Torre); “The courageous fight to fix the NBA’s mental health problem” (Jackie MacMullan); “How NBA executive Jeff David stole \$13 million from the Sacramento Kings” (Kevin Arnovitz)</p>	<p>+ Read before class</p> <p>+ Due: Think beyond the gamer. Pick a game. Write about anything but the game. 500-700 words.</p>
<b>Week 11</b> Nov. 1	<p>From Finance Reporter to Football Analyst w/ Mina Kimes</p> <p>Plus: Getting it So, So Wrong</p>	<p>“The unkillable demon king” (Kimes); “The Search For Aaron Rodgers” (Kimes); “How Mina Kimes, football nerd, is shaping the future of NFL coverage” (Ben Strauss)</p> <p>“Dr. V’s Magical Putter” (Caleb Hanan); “SB</p>	<p>+ Read before class</p> <p>+ Three thoughtful and specific questions for Mina</p> <p>+ Reading reflection: 500-700 words on what went</p>

		Nation Removes Article Criticized as Sympathetic to Convicted Rapist” (Sydney Ember and Daniel Victor); “UGA football program rallied in two incidents when players were accused of abusing women” (Alan Judd); “AJC issues corrections in UGA football program story” (Brian Eason)	wrong in these stories. What are the biggest issues at play?
<b>Week 12</b> Nov. 8	The Politics of Investigative Reporting w/ Baxter Holmes and Ross Marrinson	“Allegations of racism and misogyny within the Phoenix Suns: Inside Robert Sarver’s 17-year tenure as owner” (Baxter Holmes); “Robert Sarver says he’s starting process to sell NBA’s Phoenix Suns, WNBA’s Phoenix Mercury” (Holmes); “Robert Sarver is selling the Phoenix Suns, but the NBA’s work isn’t done” (Brian Windhorst); “‘The walls were closing in’: Inside the seven days that led to Phoenix Suns owner Robert Sarver’s stunning exit” (Ramona Shelburne and Baxter Holmes)	+ Read before class  + Three thoughtful and specific questions for Baxter and Ross about the reporting and editing of the Robert Sarver investigation  + Second Draft due, this time to peer editors
<b>Week 13</b> Nov. 15	The Politics of Social Justice Reporting w/ Katie Barnes	“Inside WNBA legend Maya Moore’s extraordinary quest for justice”; “The battle over Title IX and who gets to be a woman in sports: Inside the raging national debate”; “They are the Champions”; “Azzi Fudd is Unbreakable”; “Jonquel Jones and the untold story of the WNBA’s reigning MVP”	+ Read before class  + Three thoughtful and specific questions for Katie about these stories and/or their process  + Peer Editor Edits due
<b>Week 14</b> Nov. 22	<b>NO CLASS</b>		<b>[Thanksgiving Break: November 22-26]</b>
<b>Week 15</b> Nov. 29	Finally, The Intersection of Sports and Politics	“Why President Trump Ignites Gregg Popovich” (Kevin Arnovitz); “Inside the NBA’s silent tension surrounding Daryl Morey” (Arnovitz); “Election 2020: Inside the political donation history of wealthy sports owners”; Oklahoma’s Abortion Law Raises Questions about N.C.A.A.’s Softball World Series” (Billy Witz); “Glimpses of Brittney Griner Show a Complicated Path to Release” (Kurt Streeter)	+ Read before class  + Course Evaluations
<b>FINAL EXAM PERIOD</b> Dec. 6, 7-9 p.m.	Summative experience		+ Due: Final 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**

### **Academic Conduct**

The USC Student Handbook ([https://policy.usc.edu/wp-content/uploads/2022/09/USC\\_StudentCode\\_August2022.pdf](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](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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-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**

Cristina Daglas is executive editor for ESPN.com. Daglas joined ESPN in 2014 as a senior editor at ESPN The Magazine. Prior to ESPN, she was the editor of D Magazine and Milwaukee Magazine. Daglas holds a B.A. in journalism from the University of Wisconsin and an M.A. in journalism from the University of Missouri, where she was awarded the Thurgood Marshall Fellowship.