USCAnnenberg

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

Fall 2023 – Thursdays – 12-1:40 p.m.
Section: 21452R
Location: ANN 405

Instructor: Christina Bellantoni
Office: ANN 205B
Office Hours: M-T-F by appointment using this form
Contact Info: christina.bellantoni@usc.edu
Pronouns: she/her

Course Description
This class builds on skills you have learned in previous journalism classes. It is intended to serve as a showcase of your ability as you prepare to graduate and begin your career, regardless of your chosen field.

In this course, students will produce an original multimedia journalism project referred to as a capstone. It requires substantial research and reporting, and consists of a written story as well as video, audio, still photography, interactive graphics and/or other digital elements. The topic should uncover news or advance a story for which there is past coverage and be targeted to a clear and specific audience.

This course requires independent thinking and reporting and it is intended to provide students the opportunity to demonstrate their journalistic skills, ethics and initiative, and reflect on the role and responsibility of journalists. The reporting should reflect context, analysis and a diversity of sources, including race, class, ethnicity, gender and class. Most major stories on topics of significance will have most, if not all, of what some journalists call the "fault lines" of American society, as defined by the Maynard Institute for Journalism Education: race, gender, class, generation and geography.

This course will also prepare you to distribute your work outside of the classroom. Students are encouraged to submit their work for publication to Annenberg Media, the Daily Trojan and/or other media outlets. Annenberg Media guidelines can be found at this link: http://bit.ly/SubmitAnnenbergMedia. Email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch your work to the campus newspaper.

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

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

Student Learning Outcomes
By the end of this course, students will:
- Create a pitch for an original work of journalism that uncovers new information, and/or advances an already reported story, using diverse and inclusive sources that is targeted to a clearly identified audience.

- Report, produce, write and revise the original work of longform multimedia journalism/capstone that meets professional standards and uses diverse and inclusive sources and anti-racist concepts and language.
- Design and execute a WordPress or hand-coded website to present the final multimedia project.
- Research and identify potential jobs, internships, fellowships, graduate school programs or other opportunities, and create strategies for applying and securing a post-undergraduate opportunity.

Description and Assessment of Assignments

Capstone

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

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

Your project will either be created on a WordPress site (called ASCJcapstone) hosted by the university or hand-coded using a course template. A link with instructions to your personalized site and handle will be emailed to you early in the semester, and help will be available from the Annenberg Digital Lounge.

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

Job search strategy

Students will research potential jobs, fellowships or graduate school paths, and create a strategy for pursuing these opportunities, including an evaluation of your online and social presence, updating your resume and writing a cover letter. You will also practice interviewing and networking skills.

Student presentations and discussion

Each student will give a presentation analyzing a work of original multimedia journalism published by a professional news outlet. The student doing the presentation will lead the class in a discussion about the project. The presenting student will submit a written analysis or PowerPoint presentation and discussion questions posed to classmates.

Reading responses

You will be assigned readings that will help you with your multimedia project and allow you to reflect on your role and responsibility as a journalist. When indicated, you will write a few lines that give your response to the reading.

Course Notes and Policies

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

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

Attendance in class and meeting deadlines for assignments are important for the learning experience. Of

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

Required Readings, hardware/software, laptops and supplementary materials
You do not have to purchase a textbook for this class. All readings will be emailed to you weekly and also posted on Blackboard, along with detailed rubrics and assignment sheets.

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

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. The Media Center has subscriptions you may access to publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals elevASIAN, Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

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

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

Helpful websites:
BBC Social Media Academy: http://www.bbc.co.uk/academy/journalism/skills/social-media
Media Shift: http://www.pbs.org/mediashift/
Journalist's Toolbox: http://www.journaliststoolbox.org/archive/mobile-journalism/
NPPA: https://nppa.org
SPJ: http://www.spj.org
NPR training: http://training.npr.org/category/social-media/
NPR Social Media Code of Ethics: http://ethics.npr.org/tag/social-media/

Style Guides:
NLGJA Stylebook on LGBTQ Terminology: https://www.nlgja.org/stylebook/
Native American Journalists Association: https://najanewsroom.com/reporting-guides/
National Association of Black Journalists: https://www.nabj.org/page/styleguide
Asian American Journalists Association: https://aaja.org/2020/11/30/covering-asia-and-asian-americans/
The Diversity Style Guide: https://www.diversitystyleguide.com
The NAHJ Cultural Competence Handbook: https://nahj.org/wp-content/uploads/2020/08/NAHJ-Cultural-Competence-Handbook.pdf
Transjournalist Style Guide: https://transjournalists.org/style-guide/
SPJ Diversity Toolbox: https://www.spj.org/diversity.asp
Global Press Style Guide: https://globalpressjournal.com/style-guide/?about

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

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

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

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

Grading

a. Grading Breakdown

The criteria I use to grade each assignment, known as a rubric, will be provided with the assignment instructions. Part of your grade will be based on how well you follow instructions which are clearly laid out in the assignment sheets and whether you stay timely with your assignments. If you want to know your standing in the course at any point you may request to meet in office hours and I will calculate your grade. I will not be providing regular updates so you will need to ask.

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

b. 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.

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

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

Policies and Procedures

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

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

Reporting Etiquette
Please put safety first when conducting your reporting. I am happy to discuss specifics as they come up and help guide you. In any reporting circumstances, you should act professionally and ethically. See the RTNDA Code of Ethics and the Annenberg Media newsroom guidelines, including appropriate dress code when you are reporting.

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

Add/Drop Dates for Session 001
(15 weeks: 8/21/2023 – 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
Week 1 Aug. 24	Come to class having reviewed the material I email to you in advance. (30 minutes of reading) Review syllabus. Welcome to the newsroom. Get to know your peers. Start sharing ideas for your capstone project. What's a capstone? Successful examples. In-class writing assignment. Sign up for presentations.		
Week 2 Aug. 31	Student presentation to the class. Review the pitch sheet and discuss how pitches will go next week.	At least 30 minutes of readings to be emailed no later than Monday. Your first status update is due next week: a short pitch of your capstone project.	
Week 3 Sept. 7	Student presentation to the class. Each student will pitch their capstone project and the class will provide feedback in a group session and peer review sessions.	At least 30 minutes of readings to be emailed no later than Monday. Reading response will be due next week, along with a status update.	Your first status update is due today: a short pitch of your capstone project per assignment sheet.
Week 4 Sep. 14	Student presentation to the class. Professor Keith Plocek will visit the class to go over the capstone coding template.	At least 30 minutes of readings to be emailed no later than Monday. A status update detailing your longer pitch per	Status update due today. Reading response due today.

		assignment sheet is due next week. You will need to have started your research and reporting by now.	
	Review long pitch assignment sheet.		
Week 5 **Sept. 21**	Student presentation to the class. Review story outlines, elements and how to organize your material in a way that's best for your audience. Guest speaker.	At least 30 minutes of readings to be emailed no later than Monday. A status update detailing your audio/visual and digital elements per assignment sheet is due next week.	Your status update due today is the longer pitch of your capstone project per assignment sheet.
Week 6 **Sept. 28**	Student presentation to the class. In-class work on multimedia elements. WordPress instruction with Sean Olson of the Annenberg Digital Lounge.	At least 30 minutes of readings including design principles and templates review to be emailed no later than Monday. Reading response will be due next week, along with a status update that must include a proposed lede and outline of the written story.	Your status update due today is the outline of the audio/visual and digital elements of your capstone per assignment sheet.
Week 7 **Oct. 5**	Student presentation to the class. Peer review of proposed lede and outline.	At least 30 minutes of readings to be emailed no later than Monday. Start writing your draft of your written story, which will be due on **Oct. 19.**	Your status update due today must include a proposed lede and outline of the written story per assignment sheet. Reading response due today. Sign up for a one-on-one office hours session.
Week 8 **Oct. 12**	No Class: Fall Break	NO READINGS	NOTHING DUE THIS WEEK / Draft of your written story will be due on **Oct. 19.**
Week 9 **Oct. 19**	Career discussion today will cover every element of finding and landing your dream job. We'll review how to craft your resume, cover letter and refine your public social media presence. We'll discuss networking and interview best practices. Likely guest speaker. Sign up for a mock interview	NO READINGS	Your status update due today will be a full draft of your capstone's written story per assignment sheet.

	session that will be held in November.		
Week 10 **Oct. 26**	Student presentation to the class. Continue career discussions and techniques for recorded video interviews used by many large companies. Group discussion of digital elements due today.	At least 30 minutes of readings focused on job searching to be emailed no later than Monday. Work on your resume, cover letter and LinkedIn profile for the mock interview per assignment sheet. They will be due the day of your interview.	Your status update due today must include a draft of your digital element per assignment sheet. Reading response due today.
Week 11 **Nov. 2**	Student presentation to the class. Group discussion of multimedia elements which will be due **Nov. 9.**	Mock interviews begin this week. Due at the time of your interview: cover letter, updated resume and LinkedIn or social media profile.	Status update due today.
Week 12 **Nov. 9**	Student presentation to the class.	Your status update due next week must include a rough mock-up of capstone website. Scan or take a photo of it. You should be incorporating professor and peer feedback into all capstone elements. Project drafts will be due **Nov. 30**.	Your status update due today must include edited video or audio draft and script per assignment sheet.
Week 13 **Nov. 16**	Student presentation to the class. In-class work on WordPress site.		Your status update due today must include a rough mock-up of your website page. Scan or take a photo of it.
Week 14 **Nov. 23**	No Class: Thanksgiving break	NO READINGS	NOTHING DUE THIS WEEK / FULL CAPSTONE DRAFTS DUE NEXT WEEK, THURSDAY **Nov. 30**
Week 15 **Nov. 30**	Student presentation to the class. Review expectations for final project and presentations to be held **Dec. 12 at 11 a.m.** Complete course evaluation. If there's time, we'll hold a session I call "You're graduating soon: Don't panic!"		YOUR FULL CAPSTONE DRAFTS ARE DUE AT NOON Sign up for a one-on-one office hours session.
FINAL EXAM PERIOD	Final projects are due on this date. NO EXCEPTIONS! We will meet during the exam time to review		

Capstones due Dec. 12	your projects. We'll meet for presentations from 11 a.m.-1 p.m.		

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

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