

COMM 309: Communication and Technology (4.0 Units)

Spring 2024 – Tue/Thu 3:30-4:50pm

Section 20494R

Location: ANN L105A

Instructor: Dr. Morten Bay

Office Hours: By appointment. To make an appointment, book a time here:

<https://calendar.app.google/LgYUE6N4bc682jRL9h>

Location: Zoom - <https://usc.zoom.us/my/mortenbay>

Teaching Assistants / Graders:

TA	E-mail	Office hrs
Yvonne Gonzales	ymgonzal@usc.edu	Tues 5-6pm BOOK HERE
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Sahil Thakkar	sahiltha@usc.edu	Tues 1-2pm BOOK HERE

Course Description

From the catalog: Cultural, social, political, and economic dynamics of communication technologies, including internet architecture, social media, participatory cultures, privacy, surveillance, networked journalism, big data, algorithms, online activism.

What are communication technologies, why and how do they matter? This is a survey course designed to give undergraduates an overview of core concepts, historical trajectories, and contemporary controversies in the design, deployment, use, and critical study of communication technologies. Today, communication technologies are predominantly synonymous with forms of *media* and the devices, infrastructures, and content they interact with. These elements are more often than not *digital* and involve some kind of *data* and *computing*, which guides the focus of the class. Hence, we will be exploring the technologies that the students use every day. The course is divided into four different themes: **1. Mediatization waves** (*Mechanization, electrification, digitization*), in which students will discover how the media technologies used today came about and how they work under the surface. In **2. Platforms and datafication** the course explores how these technologies shape our lives through concentrations in networks of power and information, and **3. Algorithmic and artificial realities** goes deeper and asks what role these media technologies (and the people controlling them) may play in influencing our understanding of the world. Finally, **4. Media technology and society** looks at these technologies' real-life implications for fairness, diversity and inclusion, equity, democracy, and civil/human rights such as privacy.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe, in overall terms, the purposes of today's dominant media technologies and how they function.
- Provide an account of the historical trajectory that led to today's media technology ecosystem.
- Describe how the power structures of the past are present in today's media technology ecosystem.
- Demonstrate how social relations and activities are *mediatized* in contemporary society.
- Identify and describe the implications of technology-related industries being increasingly organized by *platforms* and reliant on *data*.
- Analyze and discuss what an increasing reliance on media technologies means for a person's self and perception of reality.
- Improve personal assessments of whether content such as news, social media posts, and graphical/audiovisual productions is dis/misinformation.
- Identify and discuss social and ethical challenges related to contemporary communication technologies.
- Identify how current media technologies contribute to inequities, exclusion, discrimination, and injustices.
- Propose and evaluate social, economic, and political initiatives that address those issues.
- Use contemporary communication and media technologies both more skillfully and more conscientiously.

Prerequisite(s): None.

Course Notes

Required Readings and Supplementary Materials

There is no textbook in this course. All readings and other instructional material that must be read, watched, or listened to will be available on Blackboard.

Description and Assessment of Assignments

Weekly Assignments (20%)

Beginning in week 3, you will complete 9 weekly assignments designed to give you a real-world experience related to the coursework and the readings. Not all weeks have an assignment, so check the weekly schedule to see when they are due. These exercises will most often be practical assignments you will have to complete and report back on by writing a post in a discussion forum on Blackboard.

The most important aspect of these assignments is the real-world experience, and as such, the weekly assignments are graded with P/NP. In other words, if you simply complete them according to the instructions, you will receive maximum points. The instructions and a link to the discussion forum for each weekly assignment can be found together with the week's readings on Blackboard. Your discussion posts should be between **150-500 words** and are due **before the next week's Tuesday class**.

Should you miss one or two assignments during the semester, report this to your assigned TA, and you will be given an extra opportunity to complete them in the last week of the semester.

Midterm exam – March 7 (20%)

Final exam - May 2 (20%)

This class has two exams, a midterm and a final. These consist of online tests that you can take from anywhere that has a working Internet connection. You **must** take this on a laptop, desktop or hybrid-tablet computer (Surface, iPad Pro, etc.) Smartphones and some tablets have been shown to produce problems, so do not attempt to take the test on those. Please note that **you are responsible for ensuring that your Internet connection and the computer you use for the exams are working.**

You will be able to take the exams between 7am and 11:59pm on the day of the exam, but you must complete the exam once you start.

Both exams will consist of a number of multiple-choice/multiple-answer questions and a small number of short essay questions which must be completed within a given timeframe.

The exam is open-book, open-note, open-Google, open-ChatGPT, etc. You may use any source you like, but you may NOT use a fellow student or their work. Be advised that the test system provide analytics data that reveals if you have been using another student's answers or are taking the exam while in correspondence with another student. **If it is discovered that you have broken this rule, your score for the exam will immediately be reduced to zero, and you will fail the class.**

A week before each of the exams, there will be a review of the exam in class. I will briefly go over all the main points that have been discussed in class, and if you take effective notes on that day, you will have a good study guide for the exam.

Class Participation (15%)

Class participation is essential. However, given the size of the class, discussions of the topics I lecture on will happen concurrently in an online chat similar to what you find on Zoom, Twitch, and YouTube live-streaming. You will be **expected to come to class prepared, having read the assigned readings and given them some critical thought.** If you want to ensure you receive a high participation grade, **you should volunteer your thoughts, ideas, and responses in the class chat each week.** This demonstrates both your engagement and your preparation. (It also makes class more interesting for everyone!). Questions about the topics can also be asked this way if you are uncomfortable asking verbally.

Final Paper (25%) due April 25

A final paper is also required. This paper must be minimum 6, maximum 10 pages long, including references. In your paper, you will expand one of your discussion posts to a full essay. A prompt with thorough guidelines and guide questions will be provided a few weeks before. Overall, the paper should expand on your experience by relating it to reading material from the class and, **once you have exhausted the class materials,** sources not found on this syllabus. You will be asked to reflect on your experience with the technology in question, based on what you have learned across the entire semester. This reflection should result in a discussion that approaches your experience from several viewpoints, maybe even contradictory ones.

You may include what you wrote in your discussion post, but it must be integrated into your full-length essay in a seamless manner.

Note: ALL writing assignments in this class must follow APA formatting guidelines.

Assignment Submission Policy

All submissions are due at 11:59pm on the due date (unless otherwise stated) and must be submitted through Blackboard/TurnItIn in .DOC or .PDF format.

Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Weekly Assignments	90	20%
Midterm Exam (Mar 7)	100	20%
Class Participation	100	15%
Final Paper (due April 25)	100	25%
Final exam (May 2)	100	20%
TOTAL	490	100%

Course Grading Scale

Letter grade and corresponding numerical point range		
94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A- (A minus)	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

Grading Standards

What each letter grade demonstrates.

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Grading Timeline

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. If you think a score or a grade is missing or inaccurate, you are responsible for notifying the Instructor via email **within one (1) week** of a score posting. The email must include a compelling reason/argument for why you believe your score or grade is inaccurate. Do NOT sign up for office hours to discuss your grade before having completed this step. After reviewing your email, any further action is at the discretion of the instructor. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Course Policies and Procedures

Modality

This is an in-person class. However, the course has been designed to transition to fully online, should the need arise due to local, state, or federal guidelines. The instructor may also change the modality of singular class sessions to online, but only as an absolute exception in cases of illness or other instances where the only alternative is the cancellation of the session. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Please see recording notice below.

Slide decks and other materials

Every attempt will be made to post the instructor's slide decks and other materials before class, but at the latest, these will be made available the day after the session.

A respectful learning environment

This class consists of students with diverse identities from a very wide range of backgrounds and cultures. Intellectual freedom is a priority in class discussions, but **any form of sexism, racism, xenophobia, homophobia, ableism or other forms of discriminatory behavior on the basis of gender, ethnicity, sexual orientation, ability or class will not be tolerated. Incidents will be reported to the university immediately.**

Should you be triggered, offended or hurt by anything said in the classroom or require any form of trigger warnings, **speak up**. If you are not comfortable speaking up in class, contact the instructor privately to remedy the situation. Know that you are almost certainly not alone in feeling the way you do.

The above **naturally also applies to things said by your instructor**, who is a human being, always learning, and can make mistakes. Do not be afraid to call your instructor out in class sessions on these grounds. If done in a respectful manner, this will **not diminish** your standing in class, but **will improve it**.

Please see below for instructions on how to contact the Office of Equity and Diversity, the Title IX Office, The Office of Disability Services and Programs and how to report incidents of harassment and/or bias.

Pronouns and names

You have an absolute right to demand that your chosen pronouns are respected. Since it is still not standard to list preferred pronouns on university rosters, please enable your instructor to respect any specific pronoun choices by submitting this information via email before classes start or as early as possible after that. Your instructor's pronouns are He/him/his.

If your preferred name does not match the name in the university's registration system, please inform your instructor in a similar manner.

Faith/Belief-based accommodations

Please inform your instructor as early as possible if the suggested schedule in this syllabus conflicts with your faith or belief system so accommodations can be made.

Honoring Native Lands

By participating in this course, you implicitly accept the land acknowledgment below. If you are not comfortable with this for any reason, please notify your instructor as quickly as possible.

This course acknowledges the Gabrielino-Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands), and pays respect to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging. Along with the Tongva, we also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneno, and Luiseno People, for the land that USC also occupies around Southern California. The course is taught in respectful consideration of the many legacies of violence, displacement, migration, and settlement that preceded its establishment as an opportunity for students.

Communication Policy

Feel free to email me anytime with any concerns or questions. Please allow for 24 hours response time on weekdays, 48 hours on weekends. Due to ongoing research work, I am more inundated with emails than usual. If you have NOT heard back from me within 48 hours of sending your email, it may have been caught by an overzealous spam filter or drowned in a sudden wave of unrelated email, and you should follow up with me. This is helpful to me and will not be seen as an annoyance. Also, feel free to use any DM mechanism on the social media accounts mentioned above, however I make no guarantees for response time on those.

A Note on Paying Attention and In-Class Use of Electronics

It is in your own self-interest that you pay attention in class. It is both self-evident and supported by research that listening to the instructional lecture and taking notes will give you a better recall of the material and will let you internalize it properly, leading to success in the class, including a good grade. Experience from this particular class shows that those who do not pay attention and do the readings receive poor grades, it is that simple.

Research also shows that it is impossible for anyone to pay attention to one thing for two and half hours. The occasional mental break is permitted, but try to return to attention as soon as you can. Relatedly, the use of laptops in the classroom is allowed, even if it means the instructor's inability to check if a student is on social media or doing work unrelated to the class. **However, please note that the in-class use of smartphones (unless instructed to do so) is prohibited. The use of smartphones in**

class will result in a lower participation grade! This also applies to the use of smartwatches for any other purpose than timekeeping.

A Note on the Use of Generative AI in Deliverables and in the Classroom

Students are allowed to use generative AI apps and services (such as ChatGPT, Google Bard, Bing Chat, DALL-E, Midjourney, etc.), as long as they are aware of the following:

- As a general rule, generative AI should be used to support your work, not to do it for you. You should not let an AI write your entire assignment, but the occasional sentence or short paragraph can be AI-generated. Any such exaggerated use of AI detected by the instructor will result in a low grade.
- It is recommended that you use Grammarly and similar AI-enabled services to improve your work, and using ChatGPT or AIs provided by Microsoft or Google in their word processors for inspiration and to help you write better is absolutely acceptable. Be advised, however, that if you ask an AI to rewrite your own words in a better way, it may show up in the instructor's AI detection system as if you have let the AI write the whole thing from scratch. Use this function at your own risk.
- Use of Generative AI to produce text for written assignments must be followed by strict fact-checking and editing by the student. YOU are responsible for the factuality and content of your work and if you include unfactual AI hallucinations, it will result in a poor grade. Similarly, ensure that any short paragraphs generated by AI do not refer to other paragraphs that don't exist, repeat something you have already written elsewhere, etc.
- Important: If you use an AI that requires elaborate prompts (e.g., ChatGPT and Google Bard rather than the assistive AI functions built into Microsoft Word, Google Docs, etc.) you must provide a log of the prompts as an appendix to your written assignments. Think of this as a necessity similar to a References list.
- AI-assisted information search in the classroom is permitted, but students are responsible for avoiding AI hallucination.

Use of generative AI to produce your verbal responses on-the-fly as part of your in-class participation is not permitted.

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, events, and/or guest speaker availability. Students should consult the University [Registration Calendar](#) for dates associated with add/drop deadlines, fees, and grading options.

Note on readings: The readings are mandatory. If a student does not reference the class readings at all when discussing a relevant topic in class or in a written assignment, this will be regarded as if the student hasn't done the reading work, which will impact the student's course grade. In other words, if you want to succeed in this course: READ THE REQUIRED MATERIALS BEFORE CLASS! You will be instructed on how to read scientific and academic papers strategically in the beginning of the course, helping you to save time and make the studying process easier.

There is (roughly) one, substantial academic text every week, accompanied by a number of easy-to-read texts from journalistic sources and books. Though we will be discussing the texts on different days, it is

highly recommended that you read the bulk of the materials **before the Tuesday class**, so you don't have to read something heavy and difficult late Wednesday night before the Thursday class.

Wk	Date	Subject	Readings	Wkl assignment
1	Tue Jan 9	Introduction to class		
		This syllabus		
	Thu Jan 11	<p style="text-align: center;">What is technology? What are media? The mediatization framework</p> <p>Couldry (2020). Introduction. <i>Media - Why it matters</i></p> <p>Slack and Wise (2014) <i>Determinism in Culture+Technology</i></p> <p>Hepp (2020): <i>Deep Mediatization</i> p. 1-7</p>		
2	Tue Jan 16	Mechanization/Electrification The printing press and the telegraph		
		<p>Let's talk science: Telegraph Key</p> <p>Carey (1983): Technology and Ideology - The Case of The Telegraph</p> <p>Watch: The Machine that made us</p>		
	Thu Jan 18	Electrification Electric media, radio and TV		
		<p>FCC: A Short history of Radio</p> <p>ThoughtCo: How the telephone was invented</p> <p>Crash Course in the History of Science: Cinema, TV, and Radio</p>		
3	Tue Jan 23	Digitization I Computing		Computer count Based on the definition of computers from Code.org, list all the computers you have in your household. How many of them are <i>not</i> media?
		<p>Watch IN THIS ORDER:</p> <p>Code.org: What makes a computer a computer?</p> <p><i>Crash Course in Computer Science</i> Eps. 1-4 – Links on Blackboard.</p> <p><i>The Computers</i> – Link on Blackboard</p>		

		THEN read: Hyman (2018) The undocumented workers that built Silicon Valley. <i>The Washington Post</i> .	
	Thu Jan 25	<p style="text-align: center;">Digitization II Computers as media, CMC/HMC/HCI</p> <p>Guzman (2019). What is Human-Machine Communication? In <i>Human-Machine Communication: Rethinking Communication, Technology, and Ourselves</i>.</p>	
4	Tue Jan 30	<p style="text-align: center;">Digitization III The Internet - beginnings</p> <p>Blum (2012) Chapter 2 - A Network of Networks in <i>Tubes</i></p>	<p>Internet traceroute exercise: Map your journey through the global network</p>
	Thu Feb 1	<p style="text-align: center;">Digitization IV The Internet as material infrastructures</p> <p>Starosielski (2015) - The Underwater Internet</p> <p>Watch: What is the Internet, really?</p>	
5	Tue Feb 6	<p style="text-align: center;">Digitization V Your tech and the environment</p> <p>Taffel: AirPods and the earth: Digital technologies, planned obsolescence and the Capitalocene. <i>Environment and Planning E: Nature and Space</i>.</p> <p>Dixit (2023) Apple has an AirPods repair problem. <i>Vox</i>.</p>	<p>Tech footprint: List the devices you currently have that will become obsolete soon and make a sustainable plan for them (Due Tue Week 6)</p>
	Thu Feb 8	<p style="text-align: center;">Digitization VI: Streaming and the environment</p> <p>HowStuffWorks: Streaming Video and Audio</p> <p>Sweeney (2021). Streaming's dirty secret: how viewing Netflix top 10 creates vast quantity of CO2. <i>The Guardian</i>.</p> <p>Met (2022). Protect the Planet: Stop Streaming Songs. <i>Rolling Stone</i>.</p>	
6	Tue Feb 13	<p style="text-align: center;">Platforms and datafication I What are platforms?</p> <p>Nieborg, et al. (2022) Platforms and Platformization. <i>The SAGE handbook of the digital media economy</i></p>	

	Thu Feb 15	<p>Platforms and datafication II Data, algorithms and AI/ML</p> <p>Read or listen: Cathy O'Neil: <u>Do algorithms perpetuate human bias?</u> <i>NPR</i> (2018)</p> <p>Brady (2023). Social media algorithms warp how people learn from each other, research shows. <i>The Conversation</i></p>	
7	Tue Feb 20	<p>Platforms and datafication III Social media and the datafied self</p> <p>Chayko (2022): The practice of identity <i>Routledge Handbook of Digital Media and Communication</i></p>	Datafied Self Audit: List the categories of information you reveal voluntarily – and involuntarily.
	Thu Feb 22	<p>Platforms and datafication IV Social media and the datafied self, continued</p> <p>Tiffany (2023). <u>No one knows exactly what social media is doing to teens.</u> <i>The Atlantic.</i></p>	
8	Tue Feb 27	<p>Platforms and datafication V The platformed mediatization of money</p> <p>Swartz (2022) Chapter 4+5 (Excerpts). <i>New Money: How payment became social media</i></p>	Payment audit Write down who you engage with for your digital transactions over 24 hours.
	Thu Feb 29	MIDTERM EXAM REVIEW	
9	Tue Mar 5	<p>Platforms and datafication VI The platformed mediatization of work</p> <p>Davies (2023) <u>Gig work isn't just for Uber drivers anymore. Here's how gig work is changing.</u> <i>Fast Company.</i></p> <p>Delouya (2023) <u>The rise of gig workers is changing the face of the US economy.</u> <i>CNN.com</i></p> <p>OECD: Chapter 5 - Digital labour platforms: Opportunities and challenges for formal employment (Excerpt). <i>Informality and Globalization Report.</i></p>	
	Thu Mar 7	MIDTERM EXAM	
	Tue Mar 12	NO CLASS - SPRING BREAK	

	Thu Mar 14	NO CLASS - SPRING BREAK	
10	Tue Mar 19	<p style="text-align: center;">Algorithmic and Artificial Realities I Generative AI</p> <p>Tiku et al. (2023) <u>This is how AI image generators see the world.</u> <i>The Washington Post.</i></p> <p>Crawford (2021) Chapter 3 – Data (Excerpt) <i>Atlas of AI.</i></p>	<p>Faking it? Make a 3-5 minute podcast episode using an AI voice model</p>
	Thu Mar 21	<p style="text-align: center;">Algorithmic and Artificial Realities II XR and immersive media</p> <p>Li, et al. "We Cried on Each Other's Shoulders": How LGBTQ+ Individuals Experience Social Support in Social Virtual Reality. <i>CHI '23, April 23–28, 2023, Hamburg, Germany</i></p>	
11	Tue Mar 26	<p style="text-align: center;">Algorithmic and Artificial Realities III News and Information</p> <p>Zamith and Braun (2019). Technology and Journalism. <i>The International Encyclopedia of Journalism Studies</i></p> <p>Sinclair (2023). <u>Disinformation is rampant on social media – a social psychologist explains the tactics used against you.</u> <i>The Conversation.</i></p> <p>Pew Research (2023). <u>Digital News Fact Sheet.</u></p>	<p>News source audit: Note down the sources of the new stories you read for two days</p>
	Thu Mar 28	<p style="text-align: center;">Algorithmic and Artificial Realities IV News and Information, continued</p> <p>Scire (2023). <u>Most readers want publishers to label AI-generated articles — but trust outlets less when they do.</u> <i>Nieman Lab</i></p> <p>Toff et al. (2023). <u>So who are the consistent news avoiders?</u> <i>Nieman Lab</i></p>	

		Moran-Prestridge (2022) <u>Local information providers can cultivate curiosity to build community trust</u>	
12	Tue Apr 2	<p align="center">Media technology and society I Inclusion, equity and fairness</p> <p>Cottom (2020). Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society. <i>Sociology of Race and Ethnicity</i></p> <p>Burke and O’Brien (2023) <u>Health providers say AI chatbots could improve care. But research says some are perpetuating racism.</u> <i>Reuters.</i></p> <p>Benjamin (2019) Assessing risk, automating racism. <i>Science.</i></p>	
	Thu Apr 4	<p align="center">Media technology and society II Inclusion, equity and fairness, continued</p> <p>Watch: Coded Bias – Link on Blackboard</p> <p>Ackerman (2019) <u>My Fight With a Sidewalk Robot</u></p> <p>Ruiz (2021): <u>Safiya Noble knew the algorithm was oppressive.</u> <i>Vogue.</i></p>	
13	Tue Apr 9	<p align="center">Media technology and society III Privacy</p> <p>Zuboff (2021): You are now being remote controlled.</p>	Privacy audit: Count the number times you leave a data traces over a 24hr period
	Thu Apr 11	<p align="center">Media technology and society IV Privacy, continued</p> <p>Wittes and Liu (2015). The privacy paradox: The privacy benefits of privacy threats. <i>Center for Technology Innovation at Brookings.</i></p> <p>Solove (2011) Why privacy matters even if you have “nothing to hide.” <i>The Chronicle of Higher Education</i></p>	

14	Tue Apr 16	<p align="center">Media technology and society V: Democracy</p> <p>Fukuyama et al. (2021): How to Save Democracy From Technology. <i>Foreign Affairs</i>.</p> <p>Listen: <u>AI can be democracy's ally but not if it works for big tech:</u></p> <p>ShareAmerica: <u>How Technology can strengthen Democracy</u></p>	<p>Check your Mod List any moderated spaces you engage with over 48hrs. Write down who or what you think is moderating it.</p>
	Thu Apr 18	<p align="center">Media technology and society VI: Governing freedom of speech and hate speech</p> <p>Stackpole (2023): Content moderation is terrible by design. <i>HBR</i></p> <p>Dang (2023): <u>Musk-owned X's content moderation shift complicated effort to win back brands.</u> <i>Reuters</i>.</p>	
15	Tue Apr 23	<p align="center">Media technology and society VI: Regulation, policies and the role of governments</p> <p>Chesnut (2023) The EU Is Making the Rules for Big Tech as the US Watches. <i>Bloomberg</i>.</p> <p><u>EU - EU AI Act</u></p> <p>Chan (2023): <u>Europe's Sweeping New Rules for Big Tech Are About to Kick In. Here's What to Know</u></p> <p>Victor Pickard and Tim Neff. Op-ed: <u>Strengthen our democracy by funding public media.</u> <i>Columbia Journalism Review</i>, June 2, 2021.</p>	
	Thu Apr 25	<p align="center">Final exam review and wrap up</p> <p align="center">FINAL PAPER DUE</p>	
17	Tue Apr 30	Study Days	
		FINAL EXAM: May 2nd	

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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.

Add/Drop Dates for Session 001

(15 weeks: 1/8/2024 – 4/26/2024; Final Exam Period: 5/1-8/2024)

Link: <https://classes.usc.edu/term-20241/calendar/>

Last day to add: Friday, January 26, 2024

Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund: Friday, January 26, 2024

Last day to change enrollment option to Pass/No Pass or Audit: Friday, January 26, 2024 [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 30, 2024

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, February 23, 2024 [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 5, 2024