USCAnnenberg

PR 445: Fundamentals of Food Communication
4 Units

Fall 2024 – Thursdays – 9 a.m.-12:20 p.m.
Section: 21158R
Location: ASC 240

Instructor: Denà Brummer
Office Hours: Thursdays 1-4 p.m.
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Course Description

The history of the world, my sweet is who gets eaten and who gets to eat.
—Stephen Sondheim, *Sweeney Todd*

Food is also linked to certain identities and lifestyles. Often these different ideas and discourses compete or even contradict each other. Through food-related practices and spaces such as food production, policy making, food marketing, grocery shopping, kitchens, and restaurant spaces, we communicate about and are communicated to about food and its nutritious advantages to in everyday life. Food speaks discursively to power, hegemony, and ideology. It is at the intersection of gender, class and ethnicity; nationalism, globalization and social change; through communicating food, social problems, injustices and inequalities are made visible. This course will propose, consider, and analyze the different relationships between communication and food and how these relationships negotiate our identities, cultures, and environments.

Student Learning Outcomes
By the end of this course, students will be able to:
- Synthesize messages about our food habits, cultures and issues
- Analyze different approaches to the study of food and foodways
- Determine, analyze, and develop communication tactics to solve real world problems
- Perform the skills necessary to succeed as a food product creator, content developer, presenter, advertiser and marketer
- Identify the target market audience and design and deliver creative food-based text or visual messages to achieve the desired communication and presentation results

Description and Assessment of Assignments
Full assignment descriptions and grading criteria will be provided when the assignments are given. Each assignment in the chart below represents one for which you are responsible, and that will have an impact on your grade. Some are for credit/no credit (meaning they will not be graded with a letter or numerical grade but must be completed by you to receive credit).

Participation - 15%
This portion of the grade includes attendance, in-class contributions to discussions and group work, and in-class group assignments.

- ***In-Class Contributions*** - Active and thoughtfully engaged participation in all classroom discussions and other in-class exercises is a requirement. Please come to class prepared to discuss assigned texts and media (video, podcast), and to ask questions of your classmates and guest speakers.

In-Class Work - 25%
- ***In-Class Group Assignments –*** Each week, the instructor will pose a question that students will respond to in small teams. The topics will be broad based, such as "Is organic food *actually* better for us?" and teams will debate the pros and cons of the topic, then present their conclusions.
- ***Leading class and facilitation of readings discussion -*** At least twice during the semester you and a classmate will be required to lead class discussion of the readings or assignments. We will determine who will lead the group each week by the end of class meeting.

Weekly Assignments - 15%
- ***Food For Thought Videos - Students*** will be expected to submit weekly "video" logs called "Food For Thought." The videos must be one to two minute reflections on the weekly reading assignments. In the video identify what spoke to you, what did you learn and how you will apply the information in the future.
- ***Weekly Quizzes -*** To hold you accountable for some of the longer readings, there will be a total of eleven reading quizzes over the semester administered over Brightspace. They will cover the readings only for one class of that week (see class schedule below for details). Each quiz will have 5 to 10 questions and will be predominantly multiple choice, short answer or true/false & are meant to ensure you've done the readings. This quiz can be open-book & will refer to specific details from the readings so feel free to refer to them as you take the quiz. These quizzes will be short, usually only a few questions and must be completed Wednesday before midnight. There will be no make-up for quizzes, although a student may be excused from a quiz for medical or other extreme situations, provided these are documented. In that case the average of other quizzes will be used for the missed quiz. All quizzes will be open notes not open book or phone.

Midterm - 15%
Dovetailing from the weekly discussion topics, the midterm exercise will pose similar questions.

Final Project & Presentation - 30%
Students will determine which of the following mediums they wish to use to present their final thoughts about Food Communication. The final project for the course will focus on the aspect of food that intersects with your interests, talents, and concepts we have discussed throughout the semester. Your project may take any number of forms. You will have the opportunity to choose from several local agencies working in some way with food, or you can work with schools or create a project that will benefit a group or agency. You may also choose to work with a group you have previously partnered with. Some examples of projects include: a website, campaign, or podcast. The project and presentation will be developed in a series of steps, with the following deadlines for the various written components:
- **September 26:** Submit a 3-4 page (double-spaced) project proposal for your final project with an outline of the process and the final product. Your proposal should outline 1) the topic 2) a description of the form your final project will take 3) questions it will address – creative or research-oriented 4) any readings or viewing or resources you will be relying upon to construct it and 5) how it speaks overall to the themes and issues we will be discussing in this course.
- **October 31:** Students must schedule one out-of-class meeting with me, prior to October 31st to discuss and review progress on your final projects.
- **December 12:** Final project and presentation
  On Thursday, December 12, 2024, students will have 2 minutes to present a summary of their work, research, and final deliverable for your project. Please note: Final deliverables must be presented in a manner that is clearly visible and audible to a large audience – either through PowerPoint or enlarged posters on easels, etc. Students are advised to repeatedly practice their presentations within the 10-minute time limit, as it will be strictly enforced. Business attire required for presentations. Presentations must include the following sections:
    o Executive Summary – A high-level summary of the issues/challenges addressed and a brief description of work done, and conclusions reached/recommendations.

- o   Research - This section includes a description of and rationale for the methodologies employed, subsequent findings, and conclusions drawn from the student's research.
- o   Objectives - This section describes the student's objectives for the project and how each relates to the research findings. The objectives section differs for each student.
- o   Project Summary – This section provides details and showcases your final project.

Please bring both printed/electronic versions of your final project and presentation on December 12, 2024. ***You must present your project in class to receive credit for the project. Projects and presentations cannot delivered via Zoom.***

Participation
Participation is a major component of this class, but how you participate is (in part) up to you. In-class discussions, contributions to class exercises, and correspondence with me will all be factored into participation. Respect for the classroom space -- helping to create an environment where other students can learn -- will be considered, as well.

Attendance
It is expected that students will schedule classes to minimize the number of classes that may be missed. Further, it is expected that whenever possible, students will inform the course instructor in advance of any absences related to scheduled events and take responsibility for any missed work.

Course Notes and Policies

Class Communication:
Please pay attention to course-related email and to the Brightspace site, as there may be changes in course content NOT reflected in the syllabus. Each week I will send reminders about upcoming lectures, speakers, activities and assignments. Given the degree of uncertainty we all are facing this semester, we may all need to be flexible. Therefore, it is also likely that you will need a plan B for your final project topic in case plan A falls through.

Style for Final Projects and related Assignments:
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.

The following style guides will be available on Brightspace:
- 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://www.aaja.org/news-and-resources/guidances/
- 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://styleguide.transjournalists.org/
- 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 Brightspace 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.

Required Readings, hardware/software, laptops and supplementary materials
There is no required textbook for this course, *but* the required readings noted for each week will be especially important for the following class session's discussions. Due to the ever-changing nature of the PR industry, some readings may be dropped, or new ones substituted as needed.   Please consult Brightspace for all current readings.

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

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo, 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
Description of assessments and corresponding points and percentage of grade.

Assignment	Points	% of Grade
Participation	150	15%
In-Class Work	250	25%
Weekly Assignments (Food For Thought & Weekly Quizzes)	150	15%
Midterm	150	15%
Final Project & Presentation *(Please note final project sub-assignments are a part of the final grade.*	300	30%

Failure to complete them will result in a reduction of your final grade)		
TOTAL	**1000**	**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
Public Relations

"A" projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

"B" projects have two to five spelling, grammar or AP Style mistakes.   One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to and inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

"C" projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to an inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

"**D" projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing a coach.

"F" projects are not rewritable, late or not turned in. A grade of F also will be assigned for any plagiarized and/or fabricated material that is submitted.

d. Grading Timeline
Students may expect graded work to be returned within one week of submission.

Assignment Rubrics
Grading rubrics for various coursework will be distributed at the time they are assigned and will be posted on Brightspace

Assignment Submission Policy
All assignments are due on the date indicated on the syllabus. No late submissions of the final project will be accepted.

Add/Drop Dates for Session 001
(15 weeks: 8/26/2024 – 12/6/2024; Final Exam Period: 12/11-18/2024)
Link: https://classes.usc.edu/term-20243/calendar/
Last day to add: Friday, September 13, 2024
Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund: Friday, September 13, 2024
Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 13, 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, September 17, 2024
Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 11, 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, November 15, 2024

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.

Week/Date	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 8/29	***Introduction Food Communication*** Discussion 1: Introductions/ Course and Syllabus Overview Discussion 2: Gastronomical you Discussion 3: Understanding Taste		
Week 2 9/5	***Food Writing 101*** Discussion 4: Defining Food Writing Discussion 5: Food Criticism & Memoirs *Guest Speakers from LA Times & Food & Wine Magazine*	Review all material on Brightspace for the week and complete weekly assignments. **Schedule** your one-on-one w/ professor.	
Week 3 9/12	***Food Writing 101 Part 2*** Discussion 6: History of Cookbooks Discussion 7: Recipe Writing 101 *Guest Speakers – Cookbook Authors - Dale Gray, Kiano Moju and Klancy Miller*	Review all material on Brightspace for the week and complete weekly assignments. **Schedule** your one-on-one w/ professor.	
Week 4 9/19	***Food Styling & Photography*** Hands on workshop *Guest Speakers – Danielle Karragiannidis (Food Photographer &*	Review all material on Brightspace for the week and complete weekly assignments.	

	Storyteller)	**Schedule** your one-on-one w/ professor.	
Week 5 9/26	*Food & Television* Discussion 8: History of Food Media Discussion 9: Food TV Icons	Review all material on Brightspace for the week and complete weekly assignments. **Schedule** your one-on-one w/ professor.	**Final Project Proposals Due –** 9/26
Week 6 10/3	*Food & Marketing, Advertising & Labels* Discussion 10: Food Labels Discussion 11: Food Marketing & Advertising Midterm Review	Review all material on Brightspace for the week and complete weekly assignments. **Schedule** your one-on-one w/ professor.	
Week 7 10/10	*No Class Fall Recess*	**Study for Midterm**	
Week 8 10/17	*Midterm*		
Week 9 10/24	*Food & Film* Discussion 12: Food and Film Analysis Discussion 13: Food Film Advocacy & Activism *Guest Speaker – Director, Sarah Portnoy - Abuelita's Kitchen: Mexican Food Stories*	Review all material on Brightspace for the week and complete weekly assignments. **Schedule** your one-on-one w/ professor.	
Week 10 10/31	*Food & Government/Corporate Discourse* Discussion 14: Government Regulation & Oversight Discussion 15: Corporate Influence – Laws and Policies	Review all material on Brightspace for the week and complete weekly assignments.	
Week 11 11/7	*Food Systems & Natural World* Discussion 16: Our Food Discussion 17: Our Health Discussion 18: Our Future	Review all material on Brightspace for the week and complete weekly assignments.	
Week 12 11/14	*Food Problems & Solutions* Discussion 19: Food Sovernity Discussion 20: Food Justice Discussion 21: Food Waste	Review all material on Brightspace for the week and complete weekly assignments.	
Week 13 11/21	*Food & Culture/Identity/Gender* Discussion 22: Culture Discussion 23: Identity Discussion 24: Gender	Review all material on Brightspace for the week and complete weekly assignments.	

Week 14 11/28	**No Class: Thanksgiving Break**	Review all material on Brightspace for the week and complete weekly assignments.	
Week 15 12/5	***Bringing it All Together*** – Final Presentations and Projects	Review all material on Brightspace for the week and complete weekly assignments.	
Final Exam Period 12/12, 11 a.m.-1 p.m.	***Bringing it All Together*** – Final Presentations and Projects		**Finals 12/12/24**

Policies and Procedures

Laptop Policy
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.

Assignment Submission Policy
All assignments MUST be turned in **ON THE DUE DATE**. If you have extenuating circumstances as to why you cannot turn in your work on the due date, **YOU MUST NOTIFY ME IN ADVANCE**. Extenuating circumstances could include illness or other conflicts, but if you do not inform me of the reason ahead of time, late weekly assignments will receive no credit. All other late assignments will be penalized a half a grade. As a rule, weekly assignments are due by 6 p.m. the day before class and should be posted to Brightspace

Class Etiquette
This is an inclusive and democratic classroom, and class discussions and critiques should be constructive and respectful of your peers and instructors' positions. Please be respectful of your classmates and the instructors by not being late to class or by talking, texting, emailing, using social media or any other activity during class, especially during lectures, guest speaking sessions or student presentations.

Feel free to bring in food, snacks, and drinks to have during class.

Communication
You are welcome and encouraged to contact me outside of class if you have questions, concerns, or suggestions. If you want to meet with me in person outside of office hours, email some suggested days and times. Email is usually the best form of communication for me; I will usually respond within a day.

Deadlines
To keep you caught up in the course there are deadlines by which each assignment must be completed. Assignments may always be completed earlier than the deadline, but any assignment not uploaded to the website by 11:55 p.m. (Pacific Standard Time) on the date due will not be accepted. Get assignments in as soon as you complete them and communicate with me immediately any difficulties you foresee in meeting a deadline.

Make-ups For Midterms & Final Projects
I don't allow make-ups for the midterm exercise or the final project without valid proof from a medical professional that you need an excused absence.

Extra Credit

You have two extra credit opportunities. They are worth ten points each, meaning you can earn a total of 20 points in the class. Points can only be applied to a max of two assignments or exams. There will be a link for extra credit assignments on Brightspace. All extra credit assignments are due on December 5, 2024. Late submissions will not be accepted.

Technology

A known fact of technology is it sometimes fails. Computers crash, printers run out of ink, Internet connections falter. To control these failures, since the Internet is your only link to the class, your guiding principles should be to think ahead and be prepared. Save your work often, and in several places. Leave yourself time before assignments are due to allow for connection errors and familiarize yourself with communication resources in your area in case you need to use them as a back-up to complete your assignments. The only acceptable technology-related excuse for not meeting the requirements of this course is a documented failure of the Brightspace system—if you find the system is not working, you'll need to email me immediately to inform me of the time at which you believe the system (not your computer or connection) was at fault. You should also continue attempting to access the system—any failures in the system are usually resolved within an hour. If documented failures of the system occurred when an assignment was due, you will not be docked late points, but I expect you to try to get an assignment in as soon as the system is up again.

Diversity

Some of the topics we will cover in this class may be difficult and uncomfortable. While I expect rigorous discussion and even disagreement during our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. I aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age, and socioeconomic status. However, I recognize the limitations of the materials and encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to me about it. (Anonymous feedback always is an option). If any class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

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.

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. In addition, a mid-semester evaluation is recommended practice for early course correction.

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 advertising or public relations class.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

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
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

USC School of Journalism Policy on Academic Integrity

"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.

Generative AI Policy

Permitted on specific assignments
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

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.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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

Dená Brummer is an advocate for honest food, food justice and sustainability. Much of her work is centered around the simple idea that our food system should protect the environment and biodiversity, promote health and wellness, and provide quality jobs with dignity.

After a 15-year career in communications/marketing, she decided to take a detour into the world of food. She has been on a journey to combine her two passions - food and storytelling, with the intent of creating work that inspires, creates community, and raises cultural, social and environmental awareness.

Dena is currently the founder of On-The-Grow, an educational food systems company that engages, educates, and equips urban communities with the skills to grow, cook, and preserve healthy food. Current clients include the City of Hope and The Greater San Gabriel Valley Cancer Support Community. In addition, she works as an Agroecology /Food Systems Instructor with Multinational Exchange for Sustainable Agriculture.

She holds a master's in Public Administration/Crisis Communication for the University of Delaware and a journalism degree from Clark Atlanta University. In addition, she learned how to cook at the Institute of Culinary Education, the University of Gastronomic Sciences, and The Gourmandise School. She fine-tuned her visual storytelling skills at Sage Plant Based Bistro & Brewery as their Creative Director and learned the hard knocks of getting a food product on the shelves of grocery stores at Semolina Artisanal Pasta. And outside of the kitchen, she teaches Californians how to grow and preserve their food as a UC Master Gardener and UC Master Food Preserver.

But mostly, she lives to cook and eat with her friends, garden, and travel, hang out with her teenage daughter, sleep under the stars, read, write, and listen to good music.