



JOUR 322: Introduction to Investigative and Data Journalism

2 Units

Fall 2024 – Tuesdays – 4-5:40 p.m.

Section: 21181D

Location: Online

<https://usc.zoom.us/j/98586723087?pwd=h2A9uysq65Xkj0lpAuZwUKGBwvjnNE.1>

Meeting ID: 985 8672 3087

Passcode: 4K2yy0N7F4

Instructor: Grace Manthey

Office Hours: By appointment

Contact Info: gmanthey@usc.edu

Cell: 907-229-8360

Pronouns: she/her/hers

Course Description

This course builds on the beat reporting skills you developed in JOUR 207/307 Reporting and Writing I and II. It's an introduction to the fundamentals of investigative and data journalism – quantitatively analyzing datasets, summarizing facts, opinions, complex narratives and fact checking.

JOUR 322 is a research skills class to equip you to go beyond anecdotal reporting and into a systematic examination of the factors driving a major societal issue. This semester we will tackle a multitude of datasets, such as population, crime and environmental data. The final is a research brief and pitch that may require you to have an understanding of government jurisdictions, the criminal justice system, how data is collected and more that will give you a foundation for covering many different topics.

Student Learning Outcomes

1. Analyze a raw dataset.
 - Describe what questions a dataset can and can't answer.
 - Identify and explain the biases in the way data is collected, analyzed and reported, and how these biases have contributed to systemic inequities.
 - Use AP Style guidelines to write precisely and accurately about race and ethnicity.
 - Categorize and add additional information to a raw dataset.
 - Prepare a data dictionary that documents what's in each column and identifies missing and problematic data issues.
2. Use math and Excel to "interview" data to answer research questions about possible stories.
 - Calculate absolute vs. relative change; fractions, rates, percentages and per capita; averages and medians.
 - Use reader-friendly techniques in stories such as rounding numbers and writing paragraphs that include fewer than eight digits.
 - Use Excel as a qualitative data organizing tool.
3. Compile and summarize relevant information from primary source documents for an investigative story.

- Select the relevant facts from an analysis of a dataset and identify the biases, missing data and other caveats that affect the use of the dataset in a story.
- Locate, log and summarize documents and processes from law enforcement agencies, district attorneys, federal civil courts and select secondary sources.
- File Freedom of Information Act or California Public Records requests for primary source documents.
- Write research briefs suitable for a general news audience and annotate them using industry-standard fact checker notations.

Description and Assessment of Assignments

1. Assignments

There will be assignments usually every week due **at the beginning class**. Assignments will usually have two components – a google worksheet with calculations from raw data, and a write-up and/or short answers based on the data.

Grading for the assignments will be largely based on your analysis, interpretation and write-up of data vs. your Excel skills. Each question or component will have a point value.

Each assignment builds on the previous ones, so **please do not be late with your assignments**.

I will help with any aspect of any assignment if needed. However, if you need help please do not wait until the day it is due. I will work with you to help you understand each assignment. Please do not turn in incomplete assignments. If you have trouble with a question, just ask for help.

2. Interview with an investigative or data journalist and write-up

This assignment will help you explore what it takes to report and produce an investigative or data journalism story. It will be due in Week 9.

3. Final project

The final is a collection of documents summarizing your research into a dataset, along with a list of possible sources, follow up questions for those sources, and a list of additional assets you would need if you wanted to do pursue this story. Treat this like a well-thought-out pitch. The final project is everything you would need for a story up until the point where you would start interviewing sources on-the-record.

Participation

I grade participation largely around effort. If you turn in all your assignments and I hear from you in class from time to time, you'll get full participation credit. This is an online class, and while I don't expect you to have your cameras on all the time, please speak up if you have a question or comment! The only way you will lose participation points is if you stop turning in assignments and I don't hear from you.

Attendance

I do not take attendance. That being said, please come to class. You'll get so much more out of it if you do. I understand some students may have other obligations from time to time (other reporting opportunities, family emergencies, etc.) but please let me know if anything comes up.

Course Notes and Policies

Please be courteous to me and your classmates by arriving on time and being fully engaged. Regular attendance will be crucial for successfully completing assignment and the final project. The scope of the work and the interpretations and context that should be in the write-ups will be determined by class discussion, similar to how a newsroom team operates.

We will be researching the details behind some data that might deal with sensitive topics. Please let me know if you or any of your classmates are struggling with the materials, discussions and/or assignments.

Required Readings, hardware/software, laptops and supplementary materials

Numbers in the Newsroom: Using Math and Statistics in News, Second Edition, by Sarah Cohen for Investigative Reporters and Editors, Inc., 2014, 134 pages.

Available for \$10 via [the IRE website](#).

This handbook includes explanations about the quantitative concepts in the course and guidelines about writing about numbers that I'll be referring to – and grading you on – throughout the semester.

You will be using google sheets for the majority of your assignments, so please make sure you have access to it!

More resources:

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/)

All assignments will be graded for AP Style. Expressing numbers in a consistent style is essential to communicating data accurately, clearly and credibly. A summary of the AP Style guidelines for numbers is on Brightspace.

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.aja.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.

News Consumption and Knowledge of Current Events

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

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

Grading

a. Grading Breakdown

Assignment	% of Grade
Assignments	65%
Interview with an investigative reporter and write-up	5%
Participation	5%
Final project	25%
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

Grammar, punctuation, spelling, AP Style, number formatting and rounding all count.

Below are some common components for all assignments. Due to the quantitative aspects of this course, you will be held to a higher standard for accuracy than what you may be used to. A typo in a word is minor editing; a typo with a number is a material factual error.

“A” assignments are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). The data, calculations and any data visualizations are correct and complete, and use Excel as directed. Data sources are correctly presented.

“B” assignments require more than minor editing and have a few style or spelling errors or one significant error of omission.

“C” assignments need considerable editing or rewriting and/or have many spelling, style or material or omission errors.

“D” assignments require excessive rewriting, have numerous errors and should not have been submitted.

“F” assignments have failed to meet the major criteria of the assignment, are late, have numerous errors or both.

For example:

- It doesn't use the correct data or calculations.
- It misspells a proper noun and/or doesn't use the full and proper name for a dataset.
- It states a hypothesis as a fact.

The following are some other circumstances that would warrant a grade of “F” and potential USC Annenberg disciplinary action:

- Emailing, texting or otherwise communicating in-class quiz or assignment questions and/or answers to others.
- Fabricating data or making up quotes or other information.
- Plagiarizing a script/article, part of a script/article or information from any source.

Late work policy

I do accept late work. I understand that students have other classes and lives outside of this class and sometimes things happen. That being said, it is important for you to keep up with your work and not fall so far behind that you have to catch up. I will grant extensions on a case-by-case basis for full credit, **but this must be communicated to me ahead of time.** If I don't hear from you and I don't have your assignment, I will take off 10% for every week that it is late, up to 50% off.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit <http://bit.ly/SubmitAnnenbergMedia> for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch work to the campus newspaper.

d. Grading Timeline

I will, on most occasions, grade your work within two weeks of the due date.

Assignment Submission Policy

I accept late work. I understand that students have other classes and lives outside of this class and sometimes things happen. That being said, it is important for you to keep up with your work and not fall so far behind that you have to catch up. I will grant extensions on a case-by-case basis for full credit, **but this must be communicated to me ahead of time**. If I don't hear from you and I don't have your assignment, I will take off 10% for every week that it is late, up to 50% off.

Please share links to assignments via Brightspace.

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.

	Topics/Datasets	Assignment
Week 1 Date: 8/27	Introduction to the class <ul style="list-style-type: none">Class surveyHow much data is out there	<ul style="list-style-type: none">"Get to know you" assignmentREADING: Numbers in the newsroom: Chapter 1 & Chapter 2 pages 44-49
Week 2 Date: 9/3	Getting started with data <ul style="list-style-type: none">Where to find data/the processWhat's actually out there?Questions to askDifferent forms of dataData dictionaries (what is the data actually measuring?)	<ul style="list-style-type: none">No assignment this week!Interview with an investigative or data journalist assignment assigned

	<ul style="list-style-type: none"> • Jargon & definitions (crime, etc.) • Biases in data and the way it's gathered • Excel basics • Importing data • Filtering/sorting • Describing a list: Ranges, averages, medians • Difference between them and how to describe them • Describing data (digits in a sentence, rounding, etc.) 	
Week 3 Date: 9/10	Cleaning data <ul style="list-style-type: none"> • Names • Dates • Places 	<ul style="list-style-type: none"> • Assignment: cleaning, filtering, sorting, basic calculations
Week 4 Date: 9/17	Pivot tables <ul style="list-style-type: none"> • What are pivot tables? • What are they for? 	<ul style="list-style-type: none"> • Assignment: Pivot tables!
Week 5 Date: 9/24	All about the Census <ul style="list-style-type: none"> • U.S. Census data & geographies • Biases in Census data • How to find Census data 	<ul style="list-style-type: none"> • Census assignment • READING: Numbers in the newsroom: Chapter 2 pages 26-34
Week 6 Date: 10/1	Change/Data over time <ul style="list-style-type: none"> • Absolute (amount) vs. relative (percent) change for different time frames • Weekly/monthly averages • Importance of comparing data over time • SoCal geography/jurisdictions • City of Los Angeles vs. LAPD • COVID data • FBI Crime data • Nuances of these datasets 	<ul style="list-style-type: none"> • Change over time assignment • READING: Numbers in the newsroom: Chapter 2 pages 11-20
Week 7 Date: 10/8	Populations, rates, percents <ul style="list-style-type: none"> • Death rates/injury rates/etc. • AP Style guidelines on race and ethnicity 	<ul style="list-style-type: none"> • No assignment this week! • READING: Numbers in the newsroom: Chapter 2 pages 21-26
Week 8 Date: 10/15	Comparing rates <ul style="list-style-type: none"> • Rates vs population • "This population of people is how many times more like to [blank]" 	<ul style="list-style-type: none"> • Rates assignment • READING: Numbers in the Newsroom Chapter 3

<p>Week 9 Date: 10/22</p> <p>***INTERVIEW W/ A DATA or INVESTIGATIVE JOURNALIST ASSIGNMENT DUE***</p>	<p>Visualizing data & investigations</p> <ul style="list-style-type: none"> • When to use what • Maps, Tables, Graphs • Colors • Interactive vs static • Broadcast vs text • Different kinds of graphics • How to make graphics (tools) 	<ul style="list-style-type: none"> • Graphics assignment
<p>Week 10 Date: 10/29</p>	<p>When you can't download data: Requesting data & creating your own dataset</p> <ul style="list-style-type: none"> • California Public Records Act information requests • Creating your own dataset: examples/best practices • What do to when data is missing 	<ul style="list-style-type: none"> • Submit a FOIA/PRA request
<p>Week 11 Date: 11/5</p>	<p>Final project: Where to start?</p> <ul style="list-style-type: none"> • Datasets themselves • One-off stories • Tips • What are people saying vs what is actually happening? 	<ul style="list-style-type: none"> • Assignment: Find <i>three stories</i> that could be expanded on from a data/investigative standpoint
<p>Week 12 Date: 11/12</p>	<p>Combining data</p> <ul style="list-style-type: none"> • Why you might need to combine large datasets • Different ways of combining data 	<ul style="list-style-type: none"> • How to merge datasets • Basic R workshop • Alternatives to coding to merge datasets • Choose your final project topic
<p>Week 13 Date: 11/19</p>	<p>A data story from the idea to the reporting</p> <ul style="list-style-type: none"> • Putting all the skills we've learned so far together 	<ul style="list-style-type: none"> • Final project update
<p>Week 14 Date: 11/26</p>	<p>When you're ready to pitch/report:</p> <ul style="list-style-type: none"> • Fact checking • Biggest Do's and Don'ts • Final project workshop 	<ul style="list-style-type: none"> • Final project update
<p>Week 15 Date: 12/3</p>	<p>Final project workshop</p>	<p>Final project prep</p>
<p>Final Exam Period Date: 12/17, 4:30-6:30 p.m.</p>	<p>Summative experience</p> <p>Final project is due on Tuesday, December 17, by 5 p.m.</p>	

Internships

The value of professional internships as part of the overall educational experience of our students has long been

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

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

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.

Generative AI Policy

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.

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://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as

scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Grace Manthey is a data journalist at CBS News & Stations and was previously at ABC7 in LA. She's done stories on a multitude of topics from hospital earthquake ratings to police diversity to tree cover disparities in Los Angeles. She loves to build interactive tools for these stories and learned her much of her data journalism basics from her time in the MS program at USC! She graduated with her master's in Journalism in 2019, after getting her bachelor's in journalism in 2018 from Quinnipiac University in Hamden, Connecticut. Grace is passionate about data journalism and loves when students find out how awesome it is too! She recently moved back home to Alaska but is excited to continue teaching remotely at USC!