

JOUR 528: Summer Digital News Immersion**4 Units, 4 Weeks****Summer 2015, M-F, 9 a.m. to 3 p.m.****Section: 21052****Location: ANN L116****Instructor: Les Dunseith****Contact Info:** 310-528-0777, dunseith@usc.edu, @lmondun**Office Hours:** By appointment.**Instructor: Robert Hernandez****Contact Info:** r.hernandez@usc.edu, 323.761.9054,
@webjournalist**Office Hours:** By appointment.**Instructor: Barbara Pierce****Contact Info:** bhpierce@usc.edu, 213-999-5217, @1bhp**Office Hours:** By appointment.**I. Course Description**

The four-week Summer Digital News Immersion experience orients and familiarizes students with the best practices and standards of advanced multimedia reporting and storytelling. The course presents a series of objectives and outcomes built on the emerging principles of Annenberg's state-of-the-art Media Center (MC), a converged cross-platform environment. This introductory practicum teaches multiple skills, allowing students to begin reporting and producing on Day 1 of the fall semester in the M.S. and M.S.J. programs.

This course will familiarize students with a variety of basic technological tools and teach them how to apply those tools to critical thinking and strategic reporting. A major focus over the four weeks will be on the concept of cross-platform journalism in a digital news environment. This requires reporters and editors to think about reporting and producing stories first for digital (Web, social, mobile, etc.), then publishing or broadcasting that story for a later deadline.

Students will be required to complete smaller individual assignments on a daily basis such as:

- Designing and building their own website and Web elements
- Reporting and writing a short text article and tweeting about the process
- Shooting and editing a photo
- Producing a short audio segment
- Writing a short script, shooting a video sequence, editing video and sound
- Embedding elements into online platforms and posting stories

Students will be assigned to one of four sections, each of which will be directed by a team of instructors – one text instructor, one video/audio instructor and one digital instructor. They lead lectures and class discussions. They will also divide the sections into groups of no fewer than four or five students. The goal will be for each group to produce a Final Group Project by the end of Week 4. Groups will develop a story idea based on a broader topic decided upon in advance by the school's Graduate Curriculum Subcommittee. They will research their story proposal and then pitch it to their section for approval by fellow students and their three instructors.

Final Group Projects are a major outcome of this course. Each student will be required to exercise the full set of multimedia skills within his or her group's reporting and production activities. After Week 4, the projects will be submitted to the MC editors and producers for eventual publication or airing on the school's news outlets.

In accomplishing these projects, each student will:

- Gather facts, background and context.
- Gather video, audio and stills, as well as conduct on-camera interviews.
- Edit video, interviews and stills.
- Write text articles.
- Create headlines, subheadings and captions.
- Copy edit material for the group.
- Harness social media for reporting purposes.
- Use multimedia tools for storytelling.
- Post completed stories and elements with instructor approval.

During the Final Group Project phase of the course, instructors will each be responsible for a student group. Each group will have specific reporting and production goals for their projects. The instructors will lead workshops and provide feedback and guidance during this phase. Instructors will float between teams as needed. Some workshops may involve the entire class. Ultimately, instructors will be involved with every group as they edit and critique work within their areas of expertise (text, video/audio, digital).

Students will experience first-hand what is meant by collaborative and networked journalism. They will work together and will each contribute elements (such as a segment, a profile, a thumbnail video, a photo gallery or perhaps an audio collage) that help to complete a story, a package or a major portion of the overall project. As production on the Final Project continues, some elements will be completed, approved and posted before others. Instructors will be responsible for keeping the groups and individuals on track and productive throughout. As they work, students are required to post to social media (such as Twitter and Facebook) about their ongoing efforts and to utilize those platforms as research tools for their projects.

By the end of the four-week Immersion, students will have been exposed to the myriad aspects of cross-platform journalism and will be fully prepared to choose more specific directions to pursue in the coming year, while continuing to produce work in a converged multimedia environment.

OPTIONAL LATE AFTERNOON WORKSHOPS

There will be additional late afternoon talks and workshops offered by Annenberg Faculty during the Immersion. Most will start at 3 p.m. and run for an hour or so. These are optional and will not be scheduled on days when major homework assignments are given out. Students are encouraged to attend these sessions as they will provide more instruction that may help with the Immersion and future fall courses. The talks are also designed to introduce faculty members and the classes they offer in the coming semesters.

AP MODULES & GRADUATE GSP TEST

Students must complete the online AP learning modules on Blackboard before the first day of class on July 27 and be familiar with AP style. The only required text for this course is the 2015 "Associated Press Stylebook."

Students are also required to take the Grammar, Spelling and Punctuation (GSP) exam during this summer course (on 8/14). Please complete the online GSP modules (also on Blackboard) before the test date. If you do not pass on the first attempt, you must retake the test during the fall semester. All students (M.S., M.S.J.-Arts, and M.S.J.-News) must complete the AP learning modules and pass the GSP test to continue in Annenberg's graduate programs.

II. Overall Learning Objectives and Assessment

Annenberg's Journalism Immersion Experience has multiple objectives. Most of our focus will be on the best practices for today's journalism. This ranges from critical thinking, reporting and writing to social media and digital production/publishing. The Immersion's objectives can be grouped into related topic areas:

Ethics, Standards and Perspective

Students will gain:

- Ability to recognize best ethical practices.
- Understanding of the principles of live, Web-based journalism, how the Web works and what role cross-platform journalism plays in the evolving industry landscape.
- Familiarization with the legal rights and responsibilities of all working journalists.

Skill Sets for Cross-Platform Production

Students will gain:

- Exposure to the various forms of multimedia production, including text, photography, videography, audio and HTML, as well as their convergence.
- Familiarization and practice with different writing styles for multiple platforms, including the Web, television, radio and social media.
- Exposure to working in collaborative networked teams with emphasis on sharing work that is produced.
- Familiarization with professional audio/video equipment (and personal mobile devices).
- Familiarization with the growing symbiosis between social media and newsgathering, production and distribution, plus its impact on journalism.
- An understanding of Web production and development, including analytics, publishing (CMS) and Web interfaces.

Effective Reporting, Storytelling and Pitching

Students will gain:

- An understanding of the basic research and strategic planning required for effective reporting and storytelling, as well as an introduction to the art of story pitching.
- Exposure to basic multimedia production and editing techniques required to prepare content for publication and broadcast.
- An introduction to the skills necessary to manage breaking and crisis news stories via coordination of reporters, curation of social media and maximum leveraging of reporting tools such as Facebook, Reddit, Twitter, SnapChat, Periscope and Storify.

III. Description of Assignments

All students attending the M.S. or M.S.J. program at the School of Journalism are required to attend this four-week immersion program. The program will run Monday-Friday from 9 a.m. to 3 p.m. and will include research, reporting and writing tasks that stretch into the weekends. There will also be some optional and some required meetings and workshops in the 3 p.m. to 6 p.m. timeframe.

Students entering the program will learn to use audio, still and video camera equipment and how to publish these modalities in a variety of ways. Students will also learn to use software-based editing systems for various types of media. These will include the requisite tools used in the Media Center, and each student must exhibit competence with these technologies before the fall semester begins.

This is an exciting program filled with dynamic learning experiences and hands-on story gathering methodologies. However, it is also an intense program that has wall-to-wall instruction. Attendance throughout the program is mandatory. Missing any day will cause students to fall behind in the program. If illness or serious circumstances do prevent attendance, you must contact your academic program

coordinator (M.S., M.S.J.-Arts, or M.S.J.-News) and your instructors to discuss how to make up missed lessons (if that is indeed possible).

The Summer Immersion Program is a full-time commitment – from 9 a.m. to 3 p.m., with optional and required afternoon meetings that may go until 6 p.m. Professionalism is the mandate, and we expect students to be on time. Be sure to plan each day’s commute so that you arrive early – perhaps have breakfast on campus and check the news before class. You must alert your instructors by phone, email or text if you are going to be unavoidably late.

IV. Grading

A word about grades in this course: This is a practicum. That means you will be assessed on how quickly and how well you absorb new skills and put them to use. If you had been experts in all of the multimedia areas of digital journalism before arriving at Annenberg, you needn’t have made the effort to be here. In other words, you will make mistakes, many of them, especially in the first two weeks, and this will be frustrating. But, trust us, your skills will start to come together and cross-platform journalism will soon make sense. We are looking for improvement through these four weeks. If you persist, work hard and act professionally, initial low grades – yes, perhaps even an “F” on an assignment – will become of little importance, and you will be judged on the basis of where you are at the end of Week 4.

a. Breakdown of Grade

<i>Assignment</i>	<i>% of Grade</i>
Class Participation	10
Daily Assignments	30
Final Group Project	40
Self and Peer Course Review	10
Quizzes	10
TOTAL	100%

b. Grading Scale

95 to 100: A	80 to less than 83: B-	67 to less than 70: D+
90 to less than 95: A-	77 to less than 80: C+	63 to less than 67: D
87 to less than 90: B+	73 to less than 77: C	60 to less than 63: D-
83 to less than 87: B	70 to less than 73: C-	0 to less than 60: F

c. Grading Standards

In all assignments, you will be judged first on the accuracy, fairness and objectivity of your stories. You will be evaluated for AP style, grammar, broadcast style, editing, production value, originality and ability to meet deadlines. Writing will also be graded on correct punctuation and spelling.

Any indication that a student has fabricated or plagiarized information will result in an “F” in the course and possible expulsion from the School of Journalism and USC. Be aware that stories will be randomly checked to verify sourcing and attribution.

If you are concerned about your grade during this course, please contact an instructor to schedule a discussion. Keep in mind that achieving high grades should not be your goal.

"A" and "B" stories should have ALL components; students will not get a grade higher than a C+ unless everything is turned in.

1. "A" stories are accurate, clear, comprehensive stories that are well written and require only minor copy editing (i.e., they would air). They are also shot and edited creatively, are well paced, and include good sound bites and natural sound that add flavor, color or emotion to the story.
2. "B" stories require more than minor editing, and have a few style or spelling errors or one significant error of omission. There may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites.
3. "C" stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques are mediocre or unimaginative, but passable. Sound bites add little or no color – only information that could be better told in the reporter's narration.
4. "D" stories require excessive rewriting and have numerous errors, and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.
5. "F" stories have failed to meet the major criteria of the assignment, have numerous errors, or both. A story that has a factual error that is material to the story merits an "F."

The following are some other circumstances that would warrant a grade of "F":

- Plagiarizing a script, portions of a script or information from any source – wire copy, feed packages, another reporter's package or story script.
- Staging video: When the reporter tells or asks someone to do something specific, unless that is revealed or made obvious in the context of the story. (Gray areas will be discussed in class.)
- Using video shot by someone else and presenting it as original work.
- Telling interview subjects what you want them to say.
- Distorting video: shooting video in one location and presenting it as being another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more "dramatic" video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Misspellings of proper names and/or factual errors = Automatic "F" on the assignment.
- Missing a deadline.

V. Assignment Submission Policy

All assignments are due on the dates specified by your instructors in class. Most assignments are due by 9 a.m. the following class day. The Final Group Project must be posted by the last day of the Summer Immersion. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of "F." Your instructors will also inform you of their preferred submission method (Blackboard, XChange – our Multimedia Asset Management (MAM) system, email, etc.). We will also utilize class Wordpress blogs (one for each section) as a way to share and comment on daily assignments.

Each student must have a USC Internet account for this class to facilitate the distribution of class materials and for communication between the instructors and students. *Instructors will not send emails to non-USC accounts.* You may set forwarding mechanisms if you wish to use your own account. We will also make use of the Blackboard website (<http://blackboard.usc.edu>) for this class — please sign on regularly for announcements and additional reading assignments.

VI. Required Readings and Supplementary Materials

We will work together in this course to make it, as much as possible, a paperless experience.

Required Textbooks:

1. AP Stylebook

The AP offers a text version, which is available at the USC bookstore. The online and mobile versions of the stylebook can be purchased at <https://www.apstylebook.com/>. The AP also offers other products, such as AP style quizzes and automated style corrections. If you buy a used stylebook, be sure it is the 2015 edition.

Reading assignments and additional materials/links will be announced in section classes or made available on our class Blackboard site (<http://blackboard.usc.edu>). You should monitor Blackboard and let your fellow students know if something new has been posted there.

VII. Laptops, Software and Other Required Equipment Policies

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 [Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website. There are also other technical requirements and pieces of equipment that all students must address BEFORE the start of the Summer Immersion. Here is a list for your reference:

LAPTOP REQUIREMENTS:

Type: MAC	MINIMUM	RECOMMENDED
Processor	2.3 GHz Intel Core i5 (generation 4) or Intel Core i7 (generation 3)	2.0 GHz quad-core Intel Core i7 or greater
Operating Sys	Mac OS X 10.9	Mac OS X 10.9
Display	13-inch screen	15-inch screen
Memory	8GB RAM	16GB RAM
Hard Drive Storage	256GB solid-state drive, or flash storage	512GB solid-state drive, or flash storage
Graphics Card	Standard graphics card for Mac laptops released 2011 or later	nVidia GeForce GT 750M Video Card (only available in highest level MacBook Pro 15")
Components	USB 3-port Wireless connectivity	USB 3-port, Ethernet port Wireless & Bluetooth connectivity Integrated webcam Media Card reader
Software	- Quicktime video player - VPN (Anyconnect)* - Google Chrome - Adobe Creative Cloud** **"Anyconnect"-avail on USC ITS website, see: http://itservices.usc.edu/vpn/anyconnectmac/ ** Adobe CC is available for download by invitation from USC Annenberg School	- Quicktime video player - VPN (Anyconnect)* - Google Chrome - Adobe Creative Cloud** **"Anyconnect"-avail on USC ITS website, see: http://itservices.usc.edu/vpn/anyconnectmac/ ** Adobe CC is available for download by invitation from USC Annenberg School

Type: PC	MINIMUM	RECOMMENDED
Processor	Intel Core i5	Intel Core i7 (especially for Premiere Pro/After Effects/Photoshop 3D)
Operating Sys	Windows 7 with Service Pack 1, Windows 8, or Windows 8.1	Windows 7 with Service Pack 1, Windows 8, or Windows 8.1
Display	12-inch screen	14 to 16 inch screen
Memory	8GB RAM	16GB RAM (or more)
Hard Drive	250GB solid state drive	240GB or larger solid state drive or 500GB Hard

Storage		Drive (7200 RPM)
Graphics Card	Adobe-certified GPU card with 1GB of VRAM or larger**	Adobe-certified GPU card with 1GB of VRAM or larger**
Components	USB 2-port Wireless connectivity	USB 3-port, Ethernet port, Wireless (N/G/B) connectivity, Bluetooth connectivity, Integrated webcam, Media Card reader
Software	<ul style="list-style-type: none"> - Quicktime video player - VPN (Anyconnect)* - Google Chrome - Adobe Creative Cloud** <p>*“Anyconnect”-avail on USC ITS website, see: http://itservices.usc.edu/vpn/anyconnectmac/</p> <p>** Adobe CC is available for download by invitation from USC Annenberg School</p>	<ul style="list-style-type: none"> - Quicktime video player - VPN (Anyconnect)* - Google Chrome - Adobe Creative Cloud** <p>*“Anyconnect”-avail on USC ITS website, see: http://itservices.usc.edu/vpn/anyconnectmac/</p> <p>** Adobe CC is available for download by invitation from USC Annenberg School</p>

- For additional questions about computer requirements see: <http://helpx.adobe.com/premiere-pro/system-requirements.html>

REQUIREMENTS FOR ADDITIONAL EQUIPMENT

1 - PORTABLE HARD DRIVE:

A portable external USB hard drive is required for video/multimedia production for use with the laptop computers.

- Specifications: USB 3.0 (or Thunderbolt for Mac), 1 terabyte (1Tbyte) or greater.
- Brands: G-Drive, Seagate FreeAgent GoFlex, Western Digital MyPassport (about \$100-120).

- Recommended drives:
- Fastest:

G-Drive Mobile with Thunderbolt/USB 3.0, 1TB, 7200rpm, about \$200.00
<http://www.g-technology.com/products/g-drive-mobile-thunderbolt>

- Sturdy and fast:

G-Drive Mini USB 3.0, 1TB, 7200RPM, about \$170.00, <http://www.g-technology.com/products/g-drive-mini>

- Budget:

G-Drive Mobile USB, 1TB, 7200RPM, about \$100.00
<http://www.g-technology.com/products/g-drive-mobile-usb>

2 - MEMORY CARDS

SDHC memory card (minimum 16 GB, Class 10 or higher) for video work.

NOTE: Name brands such as SanDisk Extreme and Kingston are recommended.

3 - HEADPHONES

Headphones for video/audio work: Over the ear units are recommended, such as the Sony ZX Series “on-ear” Headphones (about \$20-\$25). **No earbuds are allowed.**

4 – DIGITAL AUDIO RECORDER

Digital audio recorder for field recording.

Minimum req.: Smartphone (iPhone5 or newer Droid)

Recommended: Tascam DR-40 or *higher* Tascam model preferred (about \$100 and higher)

If you have questions, please contact our Information Technology and Facilities Operations department at asctech@usc.edu or (213) 740-5297.

Equipment Checkout

All students are required to check out standard Camera/Media kits for the duration of the Summer Immersion. These kits contain cameras, microphones, cables, a tripod and other equipment. This equipment is on loan to you, and you are responsible for it. Even if you have your own equipment, for the purposes of this course you need to use this kit unless you have permission from your instructors. M.S. students will keep their kits until the end of the fall semester. Unless told otherwise, M.S.J. students must return their kits at the end of the summer program. During the Immersion the Annenberg Equipment Room (located on the lower level of the ANN building) will be open from 3-4 p.m. if additional gear is needed or if the issued equipment is not working and needs to be returned. Please make sure you review all Annenberg equipment policies during check out so you can avoid fines and grade holds later.

REQUIRED SOFTWARE ACCOUNTS and DOWNLOADS

Students will receive information on how to set up Bluehost server and Adobe Software/Creative Cloud account before the start of the summer program. These are necessary for instruction in the Summer Digital News Immersion.

Once students have their Adobe accounts they should be sure to download the following programs from the Adobe Creative Cloud to their laptops before July 27:

- Premiere
- Audition
- Photoshop
- Lightroom
- Dreamweaver.

Students must also download the following pieces of software to their laptops:

- Soundslides (demo version at soundslides.com)
- Text Wrangler (at <http://www.barebones.com/products/textwrangler/>)
- Google Chrome browser (at <https://support.google.com/chrome/answer/95346?hl=en>)

Before the first day of class all students must have launched Premiere and Audition at least once on their laptops to ensure full setup. Also be sure to open the other pieces of software listed above (Adobe and non-Adobe) to ensure that they all work. Your instructors will not wait for you to set up these programs in class if you do not do so ahead of time. You will simply have to follow along as best you can.

NOTE: Please make sure you have reviewed the technical requirements for Laptops in the Summer Immersion. Older laptops cannot handle some of the software used in the program.

Additional Equipment and Software Support

Students who need help with software, coding and digital elements taught in this program have several options. They can request a meeting with your instructors or may visit the Annenberg Digital Lounge (located on the third floor of the ANN building). Staff there should be able to answer most questions. During the Summer Immersion, the Digital Lounge will be open from 3-5 p.m. every weekday starting on 8/3. Those hours may expand as the program progresses. You may learn more about the Digital Lounge by visiting: <http://www.annenbergdl.org>

VIII. 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, news events and/or guest speaker availability. We expect that you will read and absorb this syllabus before the first day of classes.

	9 a.m. to 12 p.m.	1 p.m. to 3 p.m.	Afternoon Workshops/Events
Week 1			
Monday 7/27	<p>AUDITORIUM:</p> <p>Welcome: --Intro to Faculty and Students --Summer Immersion Overview --Syllabus Review --Stress & Angst</p> <p>--Equipment Briefing</p> <p>Intro to our lab: Southern California (led by David Ulin) --Diverse cultures & communities & stories</p> <p>--Reporting in LA: how to be safe, smart & respectful -- What you need to know before you go out the door Noon to 1 p.m. Lunch, equipment sign-out begins, Creative Cloud help</p>	<p>In Class Sections:</p> <p>More introductions</p> <p>Cross-Platform Journalism: --Intro to newsgathering & reporting for text, audio, video, web, mobile, social</p> <p>--Newsworthiness past, present, future: when is something is news?</p> <p>--Picking the right platform for a story while publishing across as many platforms as possible</p> <p>--Social Media Sign-ups (if needed, with a focus on Twitter, Facebook, and possibly LinkedIn) [Assignment: Post your social media links on class blog]</p> <p>--More Creative Cloud help</p>	<p>Possible Optional Workshop</p> <p>Equipment Sign-out continues</p> <p>Creative Cloud help continues</p> <p>Evening Welcome Mixer, 6-8 p.m. in ANN 106. Business Casual Attire</p>
7/28	<p>In Class Sections:</p> <p>Intro To Cross-Platform Writing Skills: --Basics across all platforms --Leads (finding/writing it) --The Nut graph --Attribution --Dates & Numbers</p> <p>--Leads/Dates & Numbers Exercise in class</p>	<p>AUDITORIUM:</p> <p>--Journalists as brands --Your Digital footprint --Web literacy: of the web not just on the Web --Tiers of Multimedia</p> <p>Profiles: --Key elements, Examples --Odd Profiles: obits, etc. --“Everyone has a story” --Students are assigned their profile subject</p>	<p>Homework: Profile a fellow student in your class section based solely on their digital footprint. Post it to the class blog by 9 a.m. on 7/29. [Post profile on Wordpress]</p>

7/29	<p>In Class Sections:</p> <p>Briefly discuss posted Profiles</p> <p>Objectivity, Neutrality & Journalism</p> <p>Text & Web Writing: Intro to Web text: the link, visuals and networked journalism --Basic skills --Review of leads --Story structures --Organizing long-form text --Condensing copy for the web & mobile --Text writing in class</p>	<p>In Class Sections:</p> <p>Interviewing for all platforms</p> <p>--Best practices --Interview exercise</p>	<p>Homework: Interview the same student whose digital footprint you wrote about and revise your Profile. Make sure it has a strong lead. Write the web/mobile and audio/video leads too. Post to the class blog by 9 a.m. on 7/30.</p>
7/30	<p>AUDITORIUM:</p> <p>Summer Immersion Group Projects --Overview, Expectations & Goals, Production Week</p> <p>--How To Work In Teams --Story Pitching</p> <p>--How to find stories --Research and Reporting Beyond Google</p> <p>Noon to 1 p.m. Lunch with our research librarian, Chimene Tucker. Location: TBD</p>	<p>In Class Sections:</p> <p>Discuss posted updated Profiles</p> <p>More Web text: --Headlines, subheads, promos, pull quotes, Q&As --AP Style Review, GSP Prep (9am 8/14) --Text writing in class</p> <p>Groups picked and sent off to 1st brainstorming session</p>	<p>Possible Optional Workshop Continue brainstorming session</p>

7/31	<p>AUDITORIUM:</p> <p>Intro to Web Publishing & Coding:</p> <ul style="list-style-type: none"> — Historical view of news presentation technology — How the web goes together. How HTML, CSS and Javascript go together. — Basic web templates (plus text editor set up) — Overview of HTML & CSS — A template students can edit for their profiles. <p>--Students add their draft profile and photos of their subjects to the template.</p>	<p>In Class Sections:</p> <p>Intro To Digital Elements:</p> <ul style="list-style-type: none"> --FTP --How to add value online or in mobile for stories developed for another platform For example: --Google Maps --How to do simple infographics --Prezi and other interactives 	<p>Possible Optional Workshop</p> <p><u>Weekend Homework:</u></p> <ul style="list-style-type: none"> --Create an infographic on the subject of your choice. Post to class blog. --Groups meet in person or electronically for Brainstorming session 2
Week 2			
8/3	<p>In Class Sections:</p> <ul style="list-style-type: none"> --Review Infographics --Ethics: How to lie with infographics and maps --Gifs --SoundSlides (Demo) --Timelines (Demo) -- Uploading, Embedding, posting Digital Elements, posting to YouTube (using unlisted & private settings) --More Coding, working with a template similar to the one for group projects 	<p>AUDITORIUM/In Class Sections:</p> <p>Photojournalism:</p> <ul style="list-style-type: none"> --Visual Literacy/Ethics --Photo basics --Caption Writing --Photo taking/editing apps --Intro to Photoshop --Intro to Light Room 	<p>Possible Optional Workshop</p> <p><u>Homework:</u> Shoot and post a photo of your Profile subject with a caption to the class blog. If needed, use Photoshop to improve photo.</p> <p><u>Homework:</u> Work on group project pitches due the next day.</p>
8/4	<p>AUDITORIUM:</p> <p>ARN WORKSHOP 1:</p> <ul style="list-style-type: none"> --Audio Literacy/Ethics --Intro to Writing for Audio --Intro to Audio Equipment --Discussion of Audio Assignment 1 	<p>In Class Sections:</p> <p>Groups pitch project plan to classmates and Instructors.</p> <ul style="list-style-type: none"> --Intro to SCRUM 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> --Audio Assignment 1 due in class at 9 a.m. 8/7. --Students begin gathering and refining sources for group project
8/5	<p>In Class Sections:</p> <p>ARN WORKSHOP 2:</p> <ul style="list-style-type: none"> -- Intro to Adobe Audition --Edit material from Audio Assignment 1 	<p>AUDITORIUM:</p> <p>ARN WORKSHOP 3:</p> <ul style="list-style-type: none"> --Review Selected Edited Audio Assignment 1 --Advanced Audio Writing --Audio writing in class 	<p><u>Homework:</u></p> <p>Audio Assignment 2 (Audio Slideshow). Assignment should be posted to the class blog by 9 a.m. on 8/7.</p>

8/6	<p>In Class Sections:</p> <p>Video Literacy/Ethics: --What is good video? What video do you have to get? --Basic shooting techniques & Sequences -- SOTs & Natural Sound --Storytelling with Video elements: sound and b-roll --Video writing basics --ABS: Always Be Scripting --Video writing in class</p>	<p>In Class Sections:</p> <p>Advanced News Video Story telling techniques: --Packages: voiced, natural sound, and first person --Video for web/mobile --Logging --CGs, Identifiers, Graphics</p> <p>3 p.m. Scrum Update from groups</p>	<p>Possible Optional Workshop</p>
8/7	<p>Combined Class Sections: ATVN WORKSHOP 1: --Camera seminar for day-of-air news --Other equipment/settings: Tripods, mics, white balance, audio levels, camera parts --Camera set up for video and for interviews</p>	<p>AUDITORIUM: Advanced Camera/Editing 1: --Long form video techniques --Interviewing for long form --Compelling video</p> <p>3 p.m. Scrum Update from group</p>	<p>Possible Optional Workshop</p> <p><u>Weekend Homework:</u> --Video Assignment: Put your camera through its paces with our shooting checklist</p> <p>--Based on what you shoot, write the script for a short video package due at 9 a.m. on 8/10.</p>
Week 3			
8/10	<p>In Class Sections: Intro to video editing concepts, basics (30min)</p> <p>ATVN WORKSHOP 2: --Intro to Adobe Premiere</p>	<p>AUDITORIUM: Advanced Camera/Editing 2</p> <p>3 p.m. Scrum Update from groups</p>	<p>Possible Optional Workshop</p> <p><u>Homework due 8/14:</u> Students write a profile of one a source used in their group project. May be completed as text, a digital element, or an audio/video script.</p>
8/11	<p>AUDITORIUM:</p> <p>Mobile Storytelling: --Mobile Tools and Equip --Mobile & Social Writing --Intro to Mobile/Social Apps for reporting, element collection & production --Intro to Periscope, SnapChat, etc.</p> <p>Noon-1pm: Shoot Mobile Assignment</p>	<p>In Class Sections:</p> <p>Edit Mobile Material in class on phones and tablets. Finish as Homework.</p> <p>Review Mobile Assignments</p> <p>Review Audio Assignment 2</p> <p>Scrum Update from groups</p>	<p>Possible Optional Workshop</p>
8/12	<p>AUDITORIUM: Law session #1 (3 hours)</p> <p>Ends with Quiz on session #1 materials.</p>	<p>AUDITORIUM: Law session #2 (2 hours)</p> <p>Ends with Quiz on session #2 materials.</p>	<p>Possible Optional Workshop</p>

8/13	AUDITORIUM: Law session #3 (3 hours) Ends with Quiz on session #3 materials.	AUDITORIUM: Story Development --Mapping Stories for multiple dimensions: multimedia, web, mobile, SM, design, community engagement, audience development. --Innovating Story elements across various media --Telling compelling stories with unique perspectives --More on Sources 3 p.m. Scrum Update from groups	Possible Optional Workshop
8/14	In Class Sections: Review of Source Profiles GSP Exam (required for all MS and MSJ students) Review Final Project Template.	AUDITORIUM: Instructor's choice of lecture or release students for group project work 3 p.m. Scrum Update from groups	Possible Optional Workshop Weekend Homework: Finalize your Profile of your fellow student. Prepare it to be posted on that person's team site. Work on group project.
Week 4	PRODUCTION WEEK		
8/17	In Newsroom Sections: 9 a.m. SCRUM meeting (30min)	In Newsroom Sections: 3 p.m. SCRUM meeting (30min)	AUDITORIUM: 4 p.m. MS Student Fall Immersion Intro --Required for all MS Students --Fall Instructors will attend 4 p.m. MSJ Thesis Meeting --Required for all MSJ students Evening hours as needed for completion of group projects.

8/18	<p>In Newsroom Sections:</p> <p><i>9 a.m.</i> SCRUM meeting (30min)</p>	<p>In Newsroom Sections:</p> <p><i>3 p.m.</i> SCRUM meeting (30min)</p>	<p>AUDITORIUM:</p> <p><i>4 p.m.</i> Special Assignment Reporting (Beats) Class Intro --Required for all MS Students --Beat Instructors will attend</p> <p><i>4 p.m.</i> MSJ Thesis Meeting --Required for all MSJ students</p> <p>Evening hours as needed for completion of group projects.</p>
8/19	<p>In Newsroom Sections:</p> <p><i>9 a.m.</i> SCRUM meeting (30min)</p>	<p>In Newsroom Sections:</p> <p><i>3 p.m.</i> SCRUM meeting (30min)</p>	<p>AUDITORIUM:</p> <p><i>4 p.m.</i> Fork/Xchange & Bluehost briefing (required for ALL Students)</p> <p>Evening hours as needed for completion of group projects.</p>
8/20	<p>In Newsroom Sections:</p> <p><i>9 a.m.</i> SCRUM meeting (30min)</p> <p>Noon-1:30pm Taste of Annenberg New Student Picnic Founders Park</p>	<p>In Newsroom Sections:</p> <p><i>3 p.m.</i> SCRUM meeting (30min)</p>	<p>Evening hours as needed for completion of group projects.</p> <p>Begin working on your self and group evaluations.</p> <p>ALL GROUP PROJECT WORK SHOULD BE DONE, EDITED, AND POSTED BY THE END BY THE END OF THE DAY.</p>
8/21	<p>MEDIA CENTER:</p> <p>9 a.m. to Noon --MC Tour, intro to MC workflow & Faculty --MC CMS Basics --Beat and Fall Immersion Faculty attend too.</p>	<p>MEDIA CENTER:</p> <p>1 to 5 p.m. --More in the MC (1-2 hours)</p> <p>Final SCRUM meeting</p> <p>Final Projects Posted live to the web.</p> <p>Course Evaluations</p> <p>Summer Immersion Survey</p>	<p><u>FINAL HOMEWORK ASSIGNMENT:</u></p> <p>--Group and Self Evaluations, must be completed and emailed to your instructors by 9 a.m. on 8/24</p> <p>5 p.m. End of Summer Immersion Reception, location TBD</p>

IX. Additional Policies and Procedures

CELLPHONE/LAPTOP POLICY

Information communication technologies are a part of the modern education landscape. Students are welcome to use laptop computers in classrooms for purposes relevant to the class lesson and furthering discussion. However, out of consideration for the learning environment and fellow classmates, we respectfully ask that you refrain from extraneous activities such as instant messaging, gaming or accessing other online services. On the occasions when the professor asks for laptops and devices to be put away in the classroom, please honor those requests.

CLASS PROTOCOL AND PROFESSIONAL DRESS CODE

This is a professional degree program. As such, students are expected to deal with each other and with their instructors in a collegial manner. That means you should immediately talk to your instructor if you have any concerns about the course, grading, fellow students, the length of time it takes to get back graded assignments, etc.

For purposes of this class, you are a bona fide member of the working press. You should expect to be treated with all of the normal courtesies and privileges afforded to the news media. In return, you are expected to represent the profession in a dignified and appropriate manner. That means that while you are reporting or working in the field you should dress like a professional, not a college student. Business casual is best: Women should wear skirts or dresses of an appropriate length and pants that are not jeans; men should wear button-down shirts and pants that are not jeans. No skimpy or tight clothing, shorts, wrinkled t-shirts or flip-flops. Avoid clothing with any sort of logo, including USC logos.

RESEARCH ASSISTANCE

USC has 23 libraries and research centers that provide access to thousands of electronic and print resources. Make sure you become familiar with resources available to you. The librarian for the Annenberg School for Communication and Journalism is Chimene Tucker, 213-740-2332 cetucker@usc.edu. For your research needs schedule an appointment with Chimene or visit the Reference Desk in Doheny Library. <http://www.usc.edu/libraries>

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own — either verbatim or recast in your own words — is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC 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." All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

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.

b. Support Systems

Equity and Diversity Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor or faculty member – can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center Web page <https://sarc.usc.edu/> describes reporting options and other resources.

Support with Scholarly Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your adviser or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Information

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing and other technology.

X. About Your Instructors

Try to keep it to 150 words or less.

LES DUNSEITH is a longtime USC adjunct instructor who worked in daily journalism in Southern California for three decades, including stints as a copy editor, copy chief, news editor and graphics editor at the Los Angeles Times. He supervised The Times' Graphics Department for about 10 years, managing production, developing content and serving as primary text and visuals editor for thousands of information graphics in print and online. Dunseith has worked with aspiring journalists throughout his professional life, teaching at three different universities and twice serving as a faculty adviser to student newspapers. He worked for four years as a full-time instructor in mass communication at Truman State University in Missouri, where he taught courses that included news writing, feature writing, media law and journalism history. Dunseith earned his master's degree in print journalism at USC.

ROBERT HERNANDEZ, aka WebJournalist, has made a name for himself as a journalist of the Web, not just on the Web. His primary focus is exploring and developing the intersection of technology and journalism – to empower people, inform reporting and storytelling, engage community, improve distribution and, whenever possible, enhance revenue. He is an Associate Professor of Professional Practice at USC

Annenberg, but he's not an academic... he's more of a "hackademic" and specializes in "MacGyvering" Web journalism solutions. He connects dots and people. He has worked for seattletimes.com, SFGate.com, eXaminer.com, La Prensa Gráfica, among others. Hernandez is also the co-founder of #wjchat and co-creator of the Diversify Journalism Project. His most recent work includes Augmented Reality, Wearables/Google Glass and Virtual Reality. He serves on the Online News Association board and a lifetime member of the National Association of Hispanic Journalists. He is the recipient of SPJ's 2015 Distinguished Teaching in Journalism Award.

BARBARA PIERCE has been teaching graduate and undergraduate journalism students at Annenberg since 2011. She's also a writing coach for ATVN. For more than 25 years she was a producer for CBS News, working primarily for the CBS Evening News. She also produced segments for Sunday Morning, 48 Hours, and 60 Minutes II. She covered breaking news (oil spills, Earthquakes, court cases, riots, fires etc.), business and economics, and produced investigative reports as well as features. Awards include an Alfred I. DuPont-Columbia University Award for Investigative Reporting (Used Police Weapons Sold to Criminals) and two National Emmys for Investigative Reporting—one on the Energy Crisis, the other on Secret Enron Tapes. (with Vince Gonzales/Correspondent) She has a Masters Degree from Columbia University Graduate School of Journalism and a Bachelor of Arts from Williams College.