The purpose of JOUR 490/590 – Directed Research is to offer students an opportunity to delve into a new area of study or to pursue a subject area in more depth. The directed research project should include the academic rigor worthy of the credits assigned.

**One unit**
Generally one longer assignment, in the range of a 1,000 to 1,500 word piece, with photos and accompanying multimedia component, a Google map, or an audio or video clip, or two smaller assignments, each roughly 750 words, with accompanying photos and multimedia.

**Two units**
Generally two larger assignments, 1,000 to 1,500 words each, with accompanying photos and multimedia, or three smaller assignments in the 750-word count, with photos and multimedia components.

**Three units**
Generally three larger assignments or four smaller assignments. Three-unit projects may be packaged as a short three-story series, with stories at 1,000 to 1,500 words, with photos and multimedia components. Four shorter stories at 750 words each, with photos and multimedia components; like the shorter series, they might be packaged as a series, or in both examples, they might also be different but related stories so that students optimize their reporting to address workload and time management issues.

**Four units**
Generally four larger assignments minimum in the range of 1,000 to 1,500 words for each story. At four units, students have the opportunity to explore long form narratives in a tightly-framed series or across a related theme. The stories should ideally be related for reasons mentioned above: to address efficiency in reporting and writing and to help students understand more deeply the subject matter they are pursuing but also to help them understand the complexities of sustaining a longer project across a semester.

Only juniors and seniors or graduate students in good academic standing may register for Directed Research.

Only a full-time journalism faculty member may be an advisor for a JOUR 490/590 project.

Please meet with the faculty member you would like to work with to discuss your Directed Research proposal and to create a syllabus for your course using the template below. No Directed Research proposal will be reviewed without a syllabus.

A JOUR 490 or 590 Directed Research proposal will also not be approved if it substantially duplicates an existing course.
Once your syllabus has been reviewed and approved by your proposed instructor, please e-mail the individuals below and **CC: your academic advisor**. It is recommended that your syllabus be submitted early to avoid delays in course registration and additional charges.

<table>
<thead>
<tr>
<th>1. Department Contact</th>
<th>2. Faculty Contact by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annie Mateen</strong></td>
<td><strong>Undergraduate Journalism</strong></td>
</tr>
<tr>
<td>Academic Program Manager</td>
<td>Lisa Pecot-Hébert, Lecturer</td>
</tr>
<tr>
<td>USC School of Journalism</td>
<td><a href="mailto:pecotheb@usc.edu">pecotheb@usc.edu</a></td>
</tr>
<tr>
<td><a href="mailto:mateen@asc.usc.edu">mateen@asc.usc.edu</a></td>
<td><strong>M.S. in Journalism</strong></td>
</tr>
<tr>
<td></td>
<td>Vince Gonzales, Professor of Professional Practice</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:vince.gonzales@usc.edu">vince.gonzales@usc.edu</a></td>
</tr>
<tr>
<td><strong>M.A. in Specialized Journalism</strong></td>
<td>Michael Parks, Professor</td>
</tr>
<tr>
<td><strong>M.A. in Specialized Journalism (The Arts)</strong></td>
<td>Sasha Anawalt, Associate Professor of Professional Practice</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mparks@usc.edu">mparks@usc.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:anawalt@usc.edu">anawalt@usc.edu</a></td>
</tr>
</tbody>
</table>

Once your syllabus has been approved, you will be notified and given departmental clearance by an advisor in the School of Journalism so that you may officially register for this course.
JOUR 490 or 590: Directed Research

Insert Topic

Number of Units: Insert Units

Directed Research projects are typically 1 - 4 units.

Semester/Year
Location: Classroom and/or course-related URLs (if applicable)

Instructor: Name
Office: Room or meeting area
Contact Info: Email and phone number

Student: Name
Student ID: Ten-digit USC ID number
Major: Program of study
Contact Info: Email and phone number

I. Course Description
Student/Instructor: Describe the focus of the research that will be conducted throughout the semester.

II. Overall Learning Objectives
Student/Instructor: List the specific learning objectives/outcomes to be achieved by this research project and the methods and tools that will be used to achieve them.

III. Description of Assignments
Instructor: Briefly describe the major assignments that will contribute to student’s overall grade. Provide a grading breakdown to the student in the next section.

IV. Grading
a. Breakdown of Grade
Instructor: You do not need to use this table below, but please indicate how students will be graded overall, including the assignments you listed above. Must total 100%.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

b. Grading Scale
Instructor: Please define how your grade will be computed (e.g.: 83-87% a B, 88-90% a B+, etc.). While you may create your own number-to-letter grade formula (e.g.: some might make a 90% an A, others might make it an A- or B+), the formula should be explicitly defined in this syllabus.
Sample grading scale provided below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>90 to less than 95</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>85 to less than 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>80 to less than 85</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>75 to less than 80</td>
<td>Fair</td>
</tr>
<tr>
<td>C+</td>
<td>70 to less than 75</td>
<td>Poor</td>
</tr>
<tr>
<td>C</td>
<td>65 to less than 70</td>
<td>Fair</td>
</tr>
<tr>
<td>C-</td>
<td>60 to less than 65</td>
<td>Fair</td>
</tr>
<tr>
<td>D+</td>
<td>55 to less than 60</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>50 to less than 55</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0 to less than 45</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Other grading scales can be obtained from your program director.

Students must earn a grade of C- or better in JOUR 490 in order to receive major credit. Students must earn a grade of B or better in JOUR 590 in order to receive “Credit” (CR) towards the major.

**c. Grading Standards**

**Instructor**: In addition to the grading breakdown / grading scale above, please describe the type and quality of work that is needed from the student in order to earn each letter grade.

**Sample standards from journalism syllabi provided below:**

**Journalism**

All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and objectivity of your stories. You will be then evaluated for broadcast style, editing, production value, originality and the ability to meet deadlines.

**“A” stories** are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story.

**“B” stories** require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required.

**“C” stories** need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration.

**“D” stories** require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.

**“F” stories** have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
• Shooting video in one location and presenting it as another location.
• Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
• Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
• Missing a deadline.

V. Assignment Submission Policy
Instructor: Describe how, and when, assignments are to be submitted. Examples:
- a. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- b. Assignments must be submitted via [Blackboard, Multimedia Asset Management (MAM) system, e-mail, etc.]

VI. Required Readings and Bibliography of Sources
Instructor: Include required readings, websites, journals, and supplementary materials.
Student: Include a bibliography of sources you plan to use for your research project.

VII. 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 Virtual Commons for more information. To connect to USC’s Secure Wireless network, please visit USC’s Information Technology Services website.

VIII. Course Schedule
Instructor: Provide a calendar with assignments/deliverables/due dates. Be sure to consult the Academic Calendar to reflect applicable holidays/breaks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Research or Activity</th>
<th>Deliverable/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Dates:</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Dates:</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<tr>
<td>Week 7</td>
<td>Dates:</td>
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</table>
IX. Policies and Procedures

Additional Policies

Instructor: Add any additional policies specific to your class that students should be aware of: missed meetings, attendance expectations, checking USC e-mail, use of technology, etc.

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 class.

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 https://dps.usc.edu/contact/report/. 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 webpage 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 advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://ali.usc.edu/, 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.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

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 Instructor
150 words or less.