

# Writing for Media

Wednesday/Friday 3-5:05 p.m. (Autumn 2016)

281 Journalism Building

## Welcome to the newsroom: Comm 2221 begins

Comm 2221, Ohio State's class introducing students to journalism, will kick off Aug. 24 for another semester of learning and writing.

Taught by Prof. Nicole Kraft, the course offers students the chance to learn many of the skills needed to become reporters, from writing and editing to interviewing, multimedia, social media, data and investigations.

The class is taught by Assistant Professor (clinical) Nicole Kraft, a former news reporter and editor, who worked also as a magazine journalist and editor.

"When students walk through this door, they leave school behind to a great degree and enter the journalism world," said Kraft. "Even more importantly, they are officially a member of

Lantern Media—newspaper, website and television—and all of their articles and projects will be written with the goal of publication."

Kraft said the class is unlike most other academic "writing environments, in that students use interviewing and reporting with real people to tell real, true stories that contain facts and quotes.

She said every story must have news value that appeals to readers, and students will follow the strict code of ethics that ensures journalists report fairly and accurately, write factually and treat sources with respect.

"Journalism is made for people who have a burning desire to know everything and share confirmed, factual information with others in

a clear and concise style," Kraft said. "We will work together to figure out how you can be that person."

Articles in Comm 2221 will be written and produced for the OSU community, and will include writing for print and Web platforms, as well as recording sights and sounds for the Web, TV or audio broadcast, Kraft said.

Students will also tweet, use Facebook, Periscope, Instagram and surf the Web during class time—as it serves to participate in class projects and discussions, she added.

Students will work with Lantern editors to ensure articles have the greatest potential for publication, she said.

This class offers the opportunity for students

## Objectives and goals: Becoming a journalist

The goal of Comm 2221 is to prepare students to be the best writer they can, and to learn skills that will help them get a job as a communicator in the real world.

By the end of class they will be able to:

- Write and produce professional news content, displaying a command of grammar, spelling, syntax and Associated Press style.

- Understand the need for fairness, accuracy and expediency in news stories.
- Demonstrate basic skills of interviewing and researching.

- Adhere to ethical journalistic practices.
- Begin to understand how social media and multimedia augment and enhance reporting, and utilize those skills in our reporting.
- Walk into a newsroom and contribute as an editor and/or multimedia journalist on your first day by being proficient in reporting, writing, social media and multi-media elements.

By the end of the semester you will be able to:

1. Write news articles in the inverted pyramid and feature style.
2. Tell factual stories across platforms.
3. Identify and execute articles that contain news value.
4. Interview appropriate live human experts in person, and take accurate notes that are utilized in articles to provide paraphrased facts and supporting quotes.
5. Develop story ideas.
6. Utilize social media in a professionally constructive way.
7. Get published in The Lantern and TheLantern.com, or get footage on Lantern TV.

## Kraft seeks to prepare students for academics, careers in media

Nicole Kraft joined the Ohio State School of Communication faculty in 2010 as an assistant professor of journalism and this semester teaches Comm 2221 for the sixth straight year.

Kraft started her journalism career with the Philadelphia 76ers, working in publicity and statistics while earning her undergraduate degree from Temple University.

She moved on to work as a news reporter and editor (specializing in politics, government and investigative reporting), as well as before becoming a Congressional press secretary, and later a magazine writer and editor.

Kraft, who has a master's degree in Communication from Ohio State, is still an active magazine writer and covers the Columbus Blue Jackets and other sports for the Associated Press.

On the academic front, Kraft's focus in teaching and research has been utilizing iPads and iTunes U to create "active learning" environments in journalism classrooms and provide a self-contained learning environment for multimedia journalism. She teaches every summer in Ethiopia, where she focuses on distance education pedagogy.

In 2015 she was named an Apple Distinguished Educator, and is currently pursuing a PhD in global education.

Here is her view of education and this class: "Take every pre-conceived notion you have about classes and learning and professors and throw them out the window for this experience. You do not do work in here for a grade, and you do not do work for me as your professor.

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In truth, I am your editor, and you are all journalists, and the work you do is for a) readers and b) to make you employable once you move into the world.

"You have now all become beat reporters,

which will allow you to focus the sport you will cover and become master of your own story idea domain. That means the majority of ideas will be generated for you, by you.

"The standards here are professional, not academic, and your primary work product will be questions. I expect you to ask "why" and "how" on a daily basis, while you discover and uncover and explore.

"That said, you are here to fail as much as you succeed. Take chances, try new things, don't be afraid to fiddle. This is a life laboratory, and the more we experiment, the more discoveries we will make.

If you are seeking a "sage on the stage" who will lecture while you passively write down every holy nugget I say, I'm afraid this is not the class for you. My role here is your guide. We will discover together and learn much from each other.

"I heard recently of a great question from an editor who called for a reference check on a student applying for a job: "What is he going to be ready to do on Day One and what is he not ready for that's going to mean more work for me?"

"How do you want me to answer this question about you after you complete this course? How would you answer it? We will figure both out in here."



# Comm 2221 students to receive iPads

Many classes may ban or limit the use of mobile technology, but Comm 2221 embraces technologies place in journalism and academia by utilizing iPads in class.

Every student in class is provided with an iPad to use for the semester, with the goal of reporting and writing every article, as well as creating multi- and social media elements for every assignment, said Prof. Nicole Kraft. “We want students to use their technology

for class work, which will include writing, interviewing, tweeting, posting online, using Periscope and researching,” Kraft said. “That said, this is not the time to text and tweet your friends to hook up later or surf the web, and I will call you on it if you do it. It’s time to use all the tools at our disposal for work.”

Students may use your own iPad or you will be provided an iPad to use for the duration of the course,” said Kraft. She added that students are responsible for Comm iPad while it is in their possession and they would need to pay for repairs or replacement.

“I recognize you may have an increased level of frustration due to new technology, but you will be both educated and supported by me and other instructors,” Kraft said.

## Slack helps students avoid slacking off

Students in Nicole Kraft’s Comm 2221 class will be using an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email.

Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions.

Kraft said all students have been invited to the class Slack, and are encourage to sign-up and accept ASAP.

“I believe more communication is better communication,” she said. “Slack will allow us to have threaded conversations, private chats and share files.”

Kraft added that at the end of every week she will send via Slack and posted to Canvas a “Gentle Reminder” to look ahead at assignments and goals coming in the next week.

She encouraged students to read the “gentle reminders” and let her know any other ideas for what might augment the class or better serve the learning experience.

## Opinion

# Professionalism key to success in Comm classes

I am a big believer that college is intended to prepare you for the real world, and that for many—especially in journalism—your undergraduate career is like a first job. You can and will make a lot of mistakes here, but the goal is to learn from them and not to make them again.

To that end, I will treat you professionally, and need you to do the same. Behaviors that work in the “real world” and here include:

1. You will be graded primarily on your writing and editing, and how you work as a writer and editor with your fellow magazine “staffers.”

2. Fact and style errors, and misspellings are also VERY important in the pursuit of journalistic skill so they are weighted heavily in this class.

3. Coming on time and ready to work on the material for the day: The flipped model only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.

4. You are missed when you are absent: When you don’t come to class, I notice, and you are missed personally and for your contributions. Missing class when we are doing group work or an in-class activity will result in a 0 for the assignment (unless there are serious extenuating circumstances that you notify me about at least two hours BEFORE class).

5. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for 55 minutes four times a week.

6. Treating classmates/coworkers with respect: Everyone’s ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success.

7. Dressing for success: I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don’t want to discuss appropriate class dress with you, but I will, if needed.

8. Email ID: Please include your class number in your emails, as I teach four classes and this will help me understand/respond more quickly to your questions.



9. Email etiquette: To ensure we are preparing for the “real world,” your emails should be written using standards of courtesy (address, proper tone, and signature). I do not edit articles over email, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my office hours.

10. Deadlines are deadlines: Assignments submitted by the pre-determined. Late assignments will get edited, but no points will be assigned. No make-up quizzes or exams are held unless by prior arrangement and for extreme circumstances.

11. Due to the professional (and paperless) environment of this class, I don’t accept any handwritten assignments.

12. I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and even require Twitter use for attendance, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world. Also remember I can see when you post—even if it’s during class—so let’s stay on topic while we are together.

13. We do not interview or quote friends, relatives, roommates, classmates, etc. In our industry it’s considered a conflict of interest.

14. Lying, cheating or stealing will get you fired: In this class, if you plagiarize anything you will fail the course and I will report you to academic misconduct, even if you accidentally do it while taking your notes. We have no wiggle room here.

15. We never interview or quote friends, relatives, roommates, etc. In our industry it’s considered a conflict of interest.

16. We never write on topics of which we have a personal stake or relationship (places where we work, groups of which we are a member, etc.).

17. Only if a Lantern editor accepts the article ideas do we say we are writing for the paper, but we will always write with the goal of being published in The Lantern.

18. That means we do not tell sources we are “writing for a class assignment.”

19. We always tell sources we are interviewing them for an article that will be published. This is not theory—it’s real life!

## On assignment

# Article writing to be main focus of learning

Here are your assignments for Autumn 2016.

## Perusal Readings (50 points)

Our discussions will be based on our class readings and what is going on in the news. Your readings, which are due BEFORE our love class session meets, are provided through a program called [Perusal](#).

## In-Class Assignments

(100 points—10 points each)

As part of our flipped class, you will have a variety of hands-on experiences on which to write in class. Your participation in and completion of these activities is key to your skill development, and will each be worth 10 points. They include simulated news events, coverage, write-ups on guest speakers, video and audio storytelling assignments, etc. These points can only be earned if you are in class for the activities, as they cannot be made up.

## AP Style & News Quiz Games

(100 points—10 points per week/10 weeks)

Every week we will work on our AP Style and news consumption with a quiz-style game.

We will be divided into four teams, and you will work with your team to determine the answer to questions provided in class. We will then come together and see who gets the most answers correct. The team with the most gets a bonus point.

To be successful, you must begin to write everything you can in AP Style and read news from a variety of sources, including legacy (Columbus Dispatch, New York Times, CNN, USA Today, Washington Post) and new media (Huffington Post, Slate, BuzzFeed).

You are expected to know what is happening in the world beyond tweets and headlines, so engage with all aspects of news from sports to politics to international affairs to lifestyle.

## Final project brings together semester worth of learning

As a final project to showcase your journalistic skills—research, writing, photography, video and editing—you will research a journalism-related topic and create a comprehensive project that you layout in either iBooks Author, InDesign or an online site like Wordpress or Wix.

Your project must be an enterprised and comprehensive package about a topic of interest to the Ohio State or Columbus community. It must, however, be large scale and significant to a large number of people on a topic that reflects the greater community. Examples might include:

1. What Ohio State is doing to combat sexual assaults on campus.
2. A look at the international student experience on campus, including how much they pay, how they assimilate, services to support, challenges they face, etc.
3. The role of lecturers at Ohio State and how their lives differ from tenure-track faculty.
4. How has Columbus been impacted by the Black Lives Matter movement, from police to

Here is a breakdown of your assignments and the point opportunities they provide:

Assignment	Points
Perusal Readings	50
In-Class Assignments/activities	100
News briefings and quizzes	100
News Story 1	100
News localization	100
Feature	150
Midterm	200
Final	200

These points tallied together will give you your final grade of the following percentages: (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

## News Story (100 points)

Almost anything can be considered news somewhere in the Ohio State community. We will find a story idea around campus and develop that idea into a news story using research, real-life, in-person interviewing and journalistic writing in the “inverted pyramid” style for submission to The Lantern. We will keep the story simple—something that is newsworthy to Ohio State readers. We will focus on the Who, What, When, Where, Why and How of each story. Examples would be action by president’s office, new fee, new business, new appointment, sporting event, etc. Email and text interviews are NOT ALLOWED. You must interview and quote a minimum of 2 LIVE HUMAN sources. 350-400 words

## News Localization (100 points)

The world is filled with news, and much of that news can be focused to have greater meaning for our readers. In this article you will find a national or international (or even Columbus) story and figure how to focus it for the Ohio State community. An example may be how the state or federal budget might impact students, how aspects of the election might impact students, etc. We will

report, interview and write this in the news style for submission to The Lantern. Email and text interviews are NOT ALLOWED. You must interview and quote a minimum of 2 LIVE HUMAN sources. 400-450 words

## Feature Story (150 points)

Feature articles have more of a “lifespan” than news articles and provide for more descriptive writing with a focus on people. These do not utilize the “inverted pyramid,” but a style called the “writing hourglass,” which features anecdotes, a “nut graph” and a body filled with descriptions and facts. You will write one feature article this semester on a topic related to the Ohio State community. Email and text interviews are NOT ALLOWED. You must interview and quote a minimum of 3 LIVE HUMAN sources. 500-600 words

## Midterm (200 points)

Cumulative to the ninth week, this will be made of two parts and last three days:

- Day 1: AP and current events quiz (50 points)
- Day 2 and 3: Deadline writing, editing and rewriting of a story on a topic provided in class for submission to The Lantern (150).

City Hall, to Ohio State, etc.

5. The election and Ohio State—who is active for candidates, how does campus prepare for visits, what are views and perspectives.

Every project will include these pieces:

1. An article from each team member in varying styles of news and features that present varying sides of the topic.
2. At least three pieces of media for every article, including but not limited to photos, videos and a data support with visualization.
3. A comprehensive source list with phone numbers, contact info and times/dates/locations of interviews.

## Steps:

1. Choose a topic, and run it by Nicole for approval. Every topic must be approved before it may be pursued.
2. Research your topic, and develop a source list. You will need a minimum of 10 sources for the project and at least three per article.
3. Determine focus for articles. Articles should showcase different aspects of your topic

as well as all be related to your topic.

4. Take photographs and video related to your articles. You MUST use your own photography/video, and all must have accompanying captions. Use at least two photos per article. Also, feel free to create charts, graphs, a photo essay, etc. to round out your pages.

5. Edit your articles for content and AP Style, then proofread.

6. Design your project. Be inventive! Think outside the box! Look online or at other publications for ideas. Be sure to include headlines, bylines and photo credits.

7. Edit your entire layout and all articles.
8. Be prepared to share your with the class.

## Grading

**Articles:** 100 points (each article will be graded separately)

**Multimedia:** 60 points (30 points each graded as team)

**Layout design:** 25 points

**Editing:** 15 points

**TOTAL:** 200 points



# More sources, asking questions, tech backups can enhance writing, class

Journalistic training can prepare students for many career and life opportunities, and this advice may help make your academic and career path even smoother:

## Sources

You need at least two human sources for every article but, more importantly, you must have sources that have expertise to speak on your article topic. If you can Urban Meyer, that is a coup--unless you are writing on volleyball or baseball or tennis or any other sport for which he has no knowledge or experience. Then he is useless.

As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a conflict of interest. That said, we recognize you have the potential to be classmates with any athlete. If you are, great! Start asking some questions.

That conflict policy also spreads out to any activities, organizations, projects, companies, etc. in which you are involved in, but you can share story ideas with fellow reporters.

## No Sharing

As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for credit in any other class.

The one major exception is The Lantern Media Group, for whom all students are writing. All of your work may be shared with Lantern editors for publication.

## Ask Away

I know no matter how many times I encourage you to talk to me if you have questions, many of you will instead reach out to friends and classmates. I still desperately want you to reach out to me, but to help you reach out to fellow class reporters, everyone has been assigned to an editorial team with whom you will be able to work this semester.

## Mobile Technology

Although many classes may ban or limit the use of mobile technology, in this class we will learn to use your mobile phone and tablet for reporting and disseminating news—in other words, for good and not evil. Keep it out and be prepared to use it for class work, which will include tweeting, posting to Instagram and Facebook, Snapchatting, using Periscope and finding sources on LinkedIn. That said, this is not the time to text and tweet your friends to hook up later or surf the web.

It's time to use all the tools at our disposal for work!

## Technology No Excuse

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

**Plan ahead:** A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

**Save work early and often:** Think how much work you do in 10 minutes. I auto save ever 2 minutes.

**Make regular backups of files in a different location:** Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

**Save your notes separate from assignments:** Even if your story gets lost, you can always recreate it with access to your notes. Keep them organized, accessible and backed up.

**Save drafts:** When editing, set aside originals and work with a copy.

**Practice safe computing:** On your personal computer, install and use software to control viruses and malware

## Developing Life Skills

Dr. Tony Wagner, co-director of Harvard's Change Leadership Group, has identified what he calls a "global achievement gap," which is the gap between what even our best schools are teaching, and the must-have skills of the future (2009). These are the skills we will aim for you to develop in here.

1. Critical thinking skills
2. Collaboration across networks and leading by influence.
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communication.
6. Accessing and analyzing information.
7. Curiosity and imagination

# Kraft focus on 'Active Learning,' engaged students

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes.

To that end, I do not subscribe to the "sage on the stage" class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the active learning model.

That means you develop a knowledge foundation through readings and videos BEFORE CLASS. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

In a conventional class, the lectures help establish an educational foundation, but then students are left to build the real structure of their learning alone through homework, and that

structure may or may not be sound. With this active learning model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

I believe that this model helps students learn better, and in a speed and style that is more conducive to their needs. Do you learn better at 3 a.m. or 7 p.m.? Great! Class materials are available to you at any time of day or night through this model. Would you like to hear a lecture three or four times to take copious notes? With this model, you have that option. Do you prefer reading and not listening, or listening and not reading?

All options are open, provided you engage in the material in some meaningful and effective way.

The workload is the same—meaning for a

four-credit class for every hour of work you do in class you will spend four hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

The quality and quantity of our in-class learning means that your attendance and participation are crucial to your success, so please do not think that watching lectures at home means you do not need to come to class. As I said, that is the foundation. To truly build something meaningful, all of us we must work together.

This model also allows us to work more closely together, and for me to connect to each of you in a more focused and direct way, to assess and understand you individual needs and goals, and to, hopefully, maximize what you take from the class.

# Rules of the Road: Policies help make Comm 2221 run smoothly

## Assignment Details

• You are the master of your own story idea domain. That means the majority of ideas will be generated for you, by you.

• You must have at least two (sometimes three) human sources but, more importantly, you must have sources that have expertise to speak on your article topic.

• Live, in-person interviewing is the best for journalism. Phone interviews are second best. Anything else is not acceptable.

• As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a conflict of interest.

• Although you may not write about any activities, organizations, projects, companies, etc. in which you are involved in, you can share those story ideas with fellow reporters.

• As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for credit in any other class. Professors talk to each other, so do not try to fool us.

• That said, we write EVERYTHING with the goal of getting it published in The Lantern. Please do not tell your sources you are writing a "class assignment," as that implies others will not see it.

• We are a paperless class, so all stories will be submitted digitally. No handwritten stories will be accepted.

## Revision Makes Right

Editing is a huge part of every article, and each of your assignments will be edited by me (for a grade) and by classmates, with the goal of revising and making it better for readers.

Revising means to see your article with fresh eyes and rewrite it to make it more readable, fill gaps and correct errors and omissions. Revision is a huge part of improving your writing, and every article you write will have a revision component.

Revised articles will be re-graded, and the article and average together the two sets of points for your final grade on the assignment. The key to success in revision is to a) understand and b) make the changes suggested by your editors and readers.

## Attendance & Make-up

Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, participate and ask questions. The work we do in class is not found in your readings.

If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

## Withdrawal

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together.

## Extra Credit

There is a maximum of 20 extra-credit points available in this class, which will be applied to the final class point total. You can earn it by:

• Participate the outside class activities identified during the semester (5 points per activity)

• Take part in School of Communication research, and receive 5 points per activity.

• If you submit a story BEYOND the ones you write for this class to The Lantern, and it gets published with only your by-line (and tell me about it), you will receive 20 bonus points!

All extra credit must be reported to me via email by the last day of class.

## Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you in writing as soon as any syllabus change may arise.

## Safe & Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

## Special Accommodations: Students With Disabilities

I am happy to make academic adjustments for students with documented disabilities. Please contact the Center for Students with Disabilities if this applies to you. The Center for Students with Disabilities is located in Room 101 of the Admissions/Student Services Complex, located on the north side of Main campus, next to Admissions. For more information, call (310) 434-4265 or (310) 434-4273 (TDD)

# Tools of trade enhance 2221

Carmen/Canvas will serve as the foundation of Comm 2221's active learning class experience. Each class period there will be a module of readings and videos for students to consume.

Our other materials are:

• "Always Get the Name of the Dog: A Guide to Interviewing" (available in iTunes store)

\$1.99

• AP Style Book (book, app or online)

• The Lantern in print/online and Lantern TV.

• Columbus Dispatch for iPad (free App, needs digital Dispatch subscription)

• Follow Facebook ([www.facebook.com/OSU-Comm422](http://www.facebook.com/OSU-Comm422)).

• Follow Twitter account ([www.twitter.com/Nicole\\_Kraft](http://www.twitter.com/Nicole_Kraft)) and blog, (<http://nicolekraftosu.wordpress.com/>)

## Other tools

**The Writing Center.** Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writing-center> to schedule an appointment.

**Strunk & White's The Elements of Style.**

If you are uncertain of what constitutes good writing, this classic book is straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields.

# Academic honesty key to success

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data.

Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so review the Code of Student Conduct and, specifically, the sections dealing with [academic misconduct](#).

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or TA or visit the [COAM web page](#).



# Meet your editorial team

Comm 2221 does not have conventional “office hours,” but instead has “newsroom hours” times where students can gather to talk about writing, assignments, news or any other issues.

Newsroom hours will be held every Tuesday from 1-3 p.m. in 3045E Derby Hall.

But Nicole Kraft says that to be a good writer, students must work and rework their copy, and they need editors to help. To that end, she has established a crack editorial team who will offer with a weekly “genius” -style bar to work with on student articles and publications. Hours are Monday from 4:15-6:15 in the Denney Hall Digital Union.

This team includes:

**Sheridan Hendrix:** A Columbus native and third-year student majoring in journalism. In addition to journalism, Hendrix is also pursuing minors in development studies, German language, and creative writing.

When not doing schoolwork, chances are she is writing as a freelancer or blogging. She also loves spending time with my friends and family, cooking, exploring, and photography. Hendrix says of herself, “I live for learning random trivia to share with people during awkward silences.”

**Ghezal Barghouty:** Barghouty will be a junior this year, and is studying both International Relations and Diplomacy and Journalism, with a minor in French. Outside the academic sphere, she works as a Lab Assistant with the Office of Disability Services at Ohio State and is a member of OSU’s premier female

a cappella group, Scarlet and Grace Notes and is also the group’s social chair. Barghouty is an avid smoothie lover and pop culture fiend and is very excited to be working with Comm 2221 students.

**Sara Stacy** is a third-year journalism major with minors in Engineering Sciences and Women’s, Gender and Sexuality studies. On campus she is involved with Pay it Forward and is a resident adviser in Drackett tower. She has written for the Lantern and 1870 magazine, and is looking forward to helping students get work published this semester

Kraft said she is also happy to meet privately with students who make an appointment, and she’d love to have coffee or [lunch](#).



# It's time for TWITTER

Treating this class like a job will go a long way toward helping you be prepared for your post-graduation life. Your ability to come on time, contribute to discussions, turn in work on time, treat classmates with respect, dress appropriately, and communicate respectfully

and clearly in person and in writing will earn you professionalism points.

Among the skills you need to master is how to use social media for good and not (potential) evil. I

Believe it or not, everything you do or eat is not worth putting on public, open-to-the-world social media. What is worth publishing are the activities, experiences, thoughts, work product and information that will make a potential employer think you worthy of hiring.

To that end we will use Twitter, professionally, for every class.

Between the beginning and end of class tweet something significant to your followers--a concept from class, an article, information shared by a guest speaker. Include a

photo and link where possible.

This will count as your attendance and your initial foray into the professional nature of your social brand.

In addition to your posts, make your profile as professional as possible with a strong

Twitterography that includes details of significance to who you wish others to think you to be.

Put in a photo that helps others see you as a serious

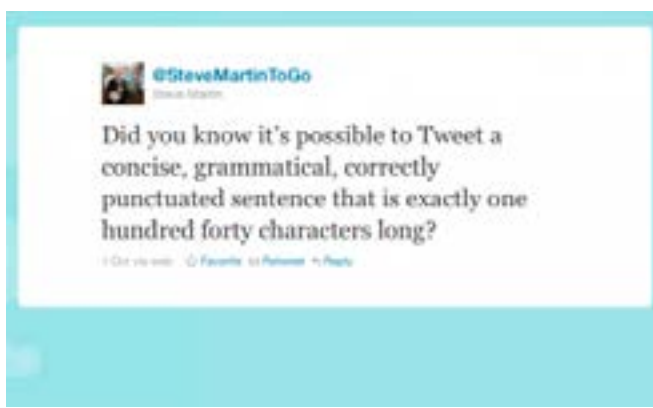
journalist (it should just be you with no companions).

Include a website if you have one, or create a LinkedIn to serve as a resume site.

The goal is we all learn the potential impact of Twitter in “talking” to the word—and learn how to prevent negative impacts. Your tweet cannot be just that you were in class.

There has to be a complete thought behind it. Use the hashtag #osnewsclass for all posts.

Please follow the hashtag #osnewsclass and follow me (@nicole\_kraft), so I can put you in our class list.



76 CHAPTER 4. MOMENTUM

In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.

**4.1 Friction**

Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.

Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to friction—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decrease as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.

Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.

Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.

You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is dotted with little holes through which pressurized air blows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track. Figure 4.2 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction both for low-friction tracks and for the track shown in Figure 4.2, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.2 is horizontal, carts move along its length without slowing down appreciably. In other words:

In the absence of friction, objects moving along a horizontal track keep moving without slowing down.

Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.

4.1 (a) Are the accelerations of the motions shown in Figure 4.1 constant? (b) For which surface is the acceleration largest in magnitude?

ANNOTATION	EVALUATION
<b>Alan:</b> I remember, in high school, being amazed at how quickly carts could travel on these tracks - air would blow up through these tiny holes evenly distributed along the length of the track and the cart would essentially float on the air and consequently - the cart would move very quickly with the slightest push.	No substance. Does not demonstrate any thoughtful interpretation of the text. 0
<b>Bob:</b> Although there is no way to create frictionless surfaces, I find it interesting that we consider experiments “in the absence of friction.” In a way, this relates back to Chapter 1.5 where we talked about the importance of having too little or too much information in our representations. In some cases, the friction is so insignificant that we ignore it (simplifying our representation).	Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts. 2
<b>Claire:</b> Does this only apply to solid surfaces? I feel as if a substance that floats on water either has negligible or very little friction.	Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful reading of the text. 1
<b>Alan:</b> Why is this? I don't get it.	Question does not explicitly identify point of confusion nor demonstrates thoughtful reading or interpretation of the text. 0
<b>David:</b> believe this applies to almost every surface, although I'm not sure if water would count more as resistance than friction. Anyways, the best example I could think of would be a surf board. If people who were paddling in the same direction as the waves experienced no resistance, they would continually speed up, and eventually reach very high speeds. However, in reality if they were to stop paddling they'd slow down and only the waves would slowly push them to shore.	Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example 2
<b>Alan:</b> Is it possible to have a surface, in real life, that inflicts NO friction at all?	Question exhibits superficial reading, but does not exhibit any interpretation of the textbook. 1
<b>Erica:</b> Doesn't air resistance factor into this at all? It seems that it is not enough for there to be only an absence of friction for something to keep moving without slowing down. What about some other opposing force - like air resistance? Or is air resistance just another example of friction?	Demonstrates thoughtful interpretation of the text by refuting a statement through a counter example. 2
<b>Bob:</b> The key word is “appreciably”. In the absence of friction, the cart does not slow down appreciably but still would a little due to air resistance.	Responds to the question by thoughtfully interpreting the text 2
<b>Alan:</b> a) yes b) concrete has the acceleration of greatest magnitude	Annotation not backed up by any reasoning or theoretical assumptions. No evidence of thoughtful reading of text. 0
<b>Erica:</b> I would think that they are not constant because if we think of the formula F=ma, the force of friction is different in every case so that would change the acceleration value (where mass would stay the same since it's assumed that the object is the same	Response backed up with reasoning that demonstrates an interpretation of the text and 2

Readings in Perusall are annotated like the example above, and graded based on engagement.

## Perusall app to help guide class readings

Comm 2221 classes will be based on readings and what is going on in the news. Readings, which are due BEFORE class session meets, are provided through a program called Perusall.

Purchase the textbook for the iPad, **Always Get the name of the Dog**, through the iTunes Store. The remainder of readings will be accessed through Perusall. Read the sections assigned through each Canvas

assignment.

For each reading section comment at least seven times, and be scored based on the quality and timeliness of your comments, questions, and responses.

When students open a document, they see highlights superimposed on the document that represent comments (yellow) or questions (orange). When someone responds to question or comment, students receive a notification by email and can post a reply by signing on or replying to the email.

While reading the document, students can change which comments they see by clicking the All comments drop down at the top of the page and selecting My comments or No comments.

They can view scores by clicking the My Grades button at the top of the course home page.

## Kraft classes get field trip ready

If you joined Comm 2221 with the goal of sitting in a classroom, you have signed up for the wrong academic experience, according to Prof. Nicole Kraft.

Kraft said part of the Comm 2221 experience is venturing out into the reporting world and engaging with subjects across the university.

While students may be hesitant to talk to strangers or put themselves uncomfortable positions, they soon get over it in the course of Comm 2221 work.

“Being a reporter means being out in the field, talking to sources, finding stories, connecting the population with the news they need,” Kraft said. “This class will challenge students to leave their ‘comfort zone,’ and adopt the reporters viewpoint.”

Among the class activities are two simulations—one with police and one at the law school—as well as numerous reporting assign-



ments that will arm students with iPads and their “noses for news,” said Kraft.

“Being out in the world helps students see what is an is not news,” she said. “That’s what our class is all about.”

## Respect, tolerance theme of Ohio State Comm classes

The School of Communication at The Ohio State University and the Kreaft Comm Classes embrace and maintain an environment that respects diverse traditions, heritages, experiences and people.

That commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals.

In our school and classes, faculty, students and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Thank you for being part.

<b>Course Schedule: Week by Week</b>		
<b>Week 1</b> W-8/24:	Introduction to the course, assignment planning, getting organized <b>In-Class Activity:</b> Read syllabus, explain structure of course. Tell us a little about you and what you wish from this class!	
F-8/26	Let's get familiar with journalism and using our digital device. <b>Readings: Week 1-Understanding Journalism</b>	
<b>Week 2:</b> W-8/31	AP Style and meet Lantern editors. ID News. <b>Reading: Week 2a-Style and News Value</b>	<b>In class:</b> Speed AP Style <b>Assignment:</b> Writing summary lede with facts about you
F-9/2	Inverted Pyramid Writing. ID News for first article. <b>Readings: Week 2b-Writing News</b>	<b>In-Class:</b> News briefing, Story Ideas <b>Activity:</b> Writing and more writing!
<b>Week 3:</b> W-9/7	Exploring Sources and conflicts <b>Readings: Week 3a-Sources</b>	<b>In-Class:</b> Speed AP Style, <b>Activity:</b> Building the Blocks of Your Article
F-9/9	Interviewing Work + Writing in Class <b>Readings: Week 3b-Interviewing</b>	<b>In-Class:</b> News briefing <b>Due:</b> IST NEWS STORY
<b>Week 4</b> W-9/14	Web writing, editing and photography <b>Readings: Week 4a</b>	<b>In-Class:</b> Speed AP Style
F-9/16	Rewriting and headlines <b>Readings: Week 4b</b>	<b>In-Class:</b> News briefing <b>Due:</b> IST NEWS STORY REWRITE I
<b>Week 5</b> W-9/21	Pin the tail on the Campus <b>Readings: Week 5a</b>	<b>Activity:</b> Finding stories in the world!
F-9/23	Localizing news and working with communication professionals <b>Readings: Week 5b</b>	<b>In-Class:</b> News briefing
<b>Week 6</b> W-9/28	Covering elections and campaign--visit from Lucas Sullivan <b>Readings: Week 6a</b>	<b>In-Class:</b> Speed AP Style <b>Due:</b> LOCALIZATION DRAFT
F-9/30	Backgrounding Localization Writing	<b>In-Class:</b> News briefing <b>Due:</b> LOCALIZATION STORY
<b>Week 7</b> W-10/5	Feature Writing--making words show stories <b>Readings: Week 7a</b>	<b>In-Class:</b> Speed AP Style
F-10/7	Covering breaking news, speeches and press conferences <b>Readings: Week 7b</b>	<b>In-Class:</b> News briefing <b>Due:</b> LOCALIZATION STORY REWRITE DUE
<b>Week 8</b> 10/12	Live coverage of news event <b>Readings: Week 8a &amp; 8b</b>	<b>In-Class:</b> Covering police breaking news
F-10/14	AUTUMN BREAK	
<b>Week 9</b> W-10/19	<b>Midterm begins</b>	AP Style, News and Article pursuit
F-10/21	<b>Midterm article revision and writing</b>	<b>Due:</b> MIDTERM ARTICLE DRAFT DUE (3 pm) <b>Due:</b> MIDTERM ARTICLE FINAL DUE (5 p.m.)
<b>Week 10</b> W-10/26	Feature article pitches and begin reporting <b>Readings: Week 10a</b>	<b>In-Class:</b> Speed AP Style
F-10/28	Investigative reporting <b>Readings: Week 10b</b>	<b>In-Class:</b> News briefing <b>Due:</b> Submit final project team idea
<b>Week 11</b> W-11/2	Public Records and Data Reporting <b>Readings: Week 11a</b>	<b>In-Class:</b> Speed AP Style <b>Due:</b> FEATURE ARTICLE DRAFT DUE
F-11/4	Broadcast Reporting <b>Readings: Week 11b</b>	<b>In-Class:</b> News briefing <b>Due:</b> FEATURE ARTICLE
<b>Week 12</b> W-11/9	Writing for Radio <b>Readings: Week 12a</b>	<b>In-Class:</b> Speed AP Style
F-11/11	<b>NO CLASS--Thank a Veteran!</b>	<b>Due:</b> FEATURE ARTICLE Rewrite (optional)
<b>Week 13</b> W-11/16	Media Law and Ethics <b>Readings: Week 13a</b>	<b>Assignment:</b> Pitch, develop final project <b>Due:</b> Submit final project team update
F-11/18	Political Simulation with Law School <b>Readings: Week 13b</b>	<b>In-Class:</b> News briefing
<b>Week 14</b> W-11/23 + 11/25	Thanksgiving!	
<b>Week 15</b> W-11/30	Final Project Work	<b>In-Class:</b> Bring draft for peer review
F-12/2	Final Project Work	
<b>Week 16</b> W-12/7	What have we learned?	<b>Due:</b> Final Project