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 the journalism world.”

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.
Slack helps students avoid slacking off

Students in Nicole Kraft’s Comm 221 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 “messages” are provided to the class slack, and are encouraged to sign-up and accept ASAP.

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

Kraft added that at the end of every week she will send via Slack a slide of Canvas a “Gentle Reminder” to look ahead at assignments and goals coming in the next week. She encouraged students to use their “Gentle reminders” and let her know any other ideas for what might make the class or better serve the learning experience.

Finally, project brings semester worth of learning

As a final project to showcase your journalistic skills—research, writing, video, photography, editing—research a topic, decide whether to create a piece related to a specific news outlet (such as The Lantern), New York Times, CNN, USA Today, the Dispatch, or a more local outlet such as WOSU Radio, or Columbus Dispatch. This project can be an article, a multimedia project, a series of photographs, a video, or a combination of all.

Midterm      200
News briefings and quizzes    100
In-Class Assignments/activities    100
AP Style & News Quiz Games (100 points—10 points per week/10 weeks)
Final exam (100 points)

"The world is filled with news and much of that news can be focused to have greater meaning for both local and national or international (or even Columbus) story and figure how to focus it for the Ohio State community. Any example may be how the state of federal budget might impact students, aspects of the election might impact students, etc."

On assignment

Article writing to be main focus of learning

Here are your assignments for Autumn 2016.

Perusal Readings (50 points)
On assignment 1 (100 points)—Assignment and readings and what is going on in the news. Your readings, which are due before our first class session meets, are provided through a program called Canvas.

In-Class Assignments (100 points—10 points each)
As part of our flipped classroom, you will have a variety of hands-on experiences that are part of your class. Your participation in and completion of these activities is key to your skill development, and will be worth 10 points each. We will call 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.

Final exam (100 points)
Final Project (100 points)

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 Columbus Dispatch. We will submit this weekly to The Lantern. We will keep the story simple—something that is newsworthy to Ohio State students.

We will focus on the Who, What, When, Where, Why and How of each story. Examples would be action by president’s office, new, new business, new appointment, sporting event, email. Text and interview texts are NOT ALLOWED. You will interview and quote a minimum of 2 LIVE HUMAN sources. 350-400 words

News Localization (100 points)
The class as a whole will focus on news and develop a story for submission to The Lantern.

Final Project (100 points)
Final exam (100 points)

In-Class Assignments/activities (100 points)

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Final exam (100 points)
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 engaging and meaningful learning experience. This advice may help you make your academic and career path even smoother.

To do so, you will need to combine the following elements:

1. Engaged and active engagement in all classes.
2. A strong foundation in the major subject area.
3. A focus on writing and critical thinking skills.
5. A willingness to engage with the material through a variety of mediums such as videos, readings, and discussions.

In a conventional class, the lectures help establish the context of the class. They allow us to see and correct weaknesses in our understanding of the material. However, in this class, we want to use lectures as a way to engage in and drive our own education, allowing us to see and correct weaknesses in our understanding of the material. This means that you will need to be self-directed and self-motivated. You will need to take the initiative to engage with the material and to ask questions when you don’t understand something. You will need to be willing to put in the time and effort to learn the material.

The workload is the same—meaning for a four-credit class, you will need to spend 4 hours per week engaged in class. This means that you will need to spend 4 hours per week engaged in class.

Four-credit class for every hour of work in class you will need to spend 4 hours per week engaged in class. This means that you will need to spend 4 hours per week engaged in class.

Assignments and readings are designed to help you understand the material and to help you develop the skills you need to succeed in this class. They are not designed to be a burden, but rather to be a tool to help you learn.

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

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:

• Participating in class discussion (up to 5 points)
• Participating in class assignments (up to 5 points)
• Participating in class projects (up to 10 points)

If you submit a story beyond the ones you are asked for, you may keep it. If you do not, you will lose 5 points. If you write 20 points, you will lose 10 points. This extra credit will be applied to the final class point total.

Special Accommodations

Students With Disabilities

I am happy to make academic adjustments for students with documented disabilities if this applies to you. 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

The Ohio State University’s Code of Student Conduct (Section 3315-23-04) defines academic misconduct as any activity that tends to compromise the academic integrity of the University, or subvert the educational process.

The Code of Student Conduct includes (but are not limited to) plagiarism, collusion, and other forms of cheating, including, but not limited to:

• Using or allowing someone else to do your work
• Using, or allowing someone else to use, information or material from another source
• Failing to cite or acknowledge the source of information or material
• Submitting the same or similar work for more than one course

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 relating to plagiarism.

Academic misconduct is a serious offense, and it is my responsibility to make sure that it does not occur. If you have committed academic misconduct in this course, I am obligated to report it to your academic advisor and to your academic department.

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 “newscast hours” times when students can gather to talk about writing, assignments, news or any other issues. Newsroom hours will be held every Tuesday from 1:30 p.m. in 304EF 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 “digital” style bar to work with on student articles and publications. Hours are Monday from 4:15-6:15 in the Donney 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 and I’d love to have coffee or lunch. She has written for Pay it Forward and she is involved with Digital Union.

Ghezal Barghoorty: Barghoorty 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 Family, cooking, exploring, and photography.

Hendrix says of herself, “I live for learning and I’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 show up 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 reflect your professionalism.

Among the skills you need to master is how to use social media for good and not (potential) evil. 1 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.

The key is to move 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 give you a professional taste of your social brand.

In addition to your posts, make your profile as professional as possible with a strong photo and link where possible.

The goal is we all learn the potential impacts from the first one and give the second cart a shove to ward the first. The two carts collide, and the collision alters the direction in which they will move.

Perusall app to help guide class readings

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 think critically, experiment, and adopt the reporters viewpoint.”

Among the class readings are two simulations—one on police and one at the law school—as well as numerous reporting assignments that will arm students with iPads and their “noes for news,” said Kraft. “Being out in the world helps students see the reality and the intellectual interests of those who comprise diverse cultures. Thank you for being part.

Respect, tolerance theme of Ohio State Comm classes

The School of Communication at The Ohio State University and the Kraft Comm Classes embrace and maintain an environment that respects diverse traditions, histories, 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, social responsibility and the intellectual interests of those who comprise diverse cultures. Thank you for being part.

Readings in Perusall are annotated like the example above, and graded based on engagement.
## Course Schedule: Week by Week

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the course, assignment planning, getting organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-8/24</td>
<td><strong>In-Class Activity:</strong> Read syllabus, explain structure of course. Tell us a little about you and what you wish from this class!</td>
</tr>
</tbody>
</table>

- **Readings:** Week 1-Understanding Journalism

<table>
<thead>
<tr>
<th>F-8/26</th>
<th>Let's get familiar with journalism and using our digital device.</th>
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<tbody>
<tr>
<td></td>
<td><strong>In-Class:</strong> News briefing</td>
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<td><strong>Activity:</strong> Writing and more writing!</td>
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<thead>
<tr>
<th>Week 2</th>
<th>AP Style and meet Lantern editors. ID News.</th>
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<tbody>
<tr>
<td>W-8/31</td>
<td><strong>Reading:</strong> Week 2a-Style and News Value</td>
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<tr>
<td></td>
<td><strong>In class:</strong> Speed AP Style</td>
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<tr>
<td></td>
<td><strong>Assignment:</strong> Writing summary lede with facts about you</td>
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- **F-9/2** Inverted Pyramid Writing. ID News for first article.  
  **Readings:** Week 2b-Writing News

- **In-Class:** News briefing, Story Ideas

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<thead>
<tr>
<th>Week 3</th>
<th>Exploring Sources and conflicts</th>
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<tr>
<td>W-9/7</td>
<td><strong>Readings:</strong> Week 3a-Sources</td>
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<td></td>
<td><strong>In-Class:</strong> Speed AP Style,</td>
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<td></td>
<td><strong>Activity:</strong> Building the Blocks of Your Article</td>
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</table>

- **F-9/9** Interviewing Work + Writing in Class  
  **Readings:** Week 3b-Interviewing

- **In-Class:** News briefing  
  **Due:** 1ST NEWS STORY

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Web writing, editing and photography</th>
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<tbody>
<tr>
<td>W-9/14</td>
<td><strong>Readings:</strong> Week 4a</td>
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<td><strong>In-Class:</strong> Speed AP Style</td>
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- **F-9/16** Rewriting and headlines  
  **Readings:** Week 4b

- **In-Class:** News briefing  
  **Due:** 1ST NEWS STORY REWRITE!

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Pin the tail on the Campus</th>
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<tbody>
<tr>
<td>W-9/21</td>
<td><strong>Readings:</strong> Week 5a</td>
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<tr>
<td></td>
<td><strong>Activity:</strong> Finding stories in the world!</td>
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- **F-9/23** Localizing news and working with communication professionals  
  **Readings:** Week 5b

- **In-Class:** News briefing

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<thead>
<tr>
<th>Week 6</th>
<th>Covering elections and campaign--visit from Lucas Sullivan</th>
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<tbody>
<tr>
<td>W-9/28</td>
<td><strong>Readings:</strong> Week 6a</td>
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<tr>
<td></td>
<td><strong>In-Class:</strong> Speed AP Style</td>
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<td></td>
<td><strong>Due:</strong> LOCALIZATION DRAFT</td>
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- **F-9/30** Backgrounding  
  Localization Writing

- **In-Class:** News briefing  
  **Due:** LOCALIZATION STORY

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<tr>
<th>Week 7</th>
<th>Feature Writing--making words show stories</th>
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<tbody>
<tr>
<td>W-10/5</td>
<td><strong>Readings:</strong> Week 7a</td>
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<td><strong>In-Class:</strong> Speed AP Style</td>
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- **F-10/7** Covering breaking news, speeches and press conferences  
  **Readings:** Week 7b

- **In-Class:** News briefing  
  **Due:** LOCALIZATION STORY REWRITE DUE

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Live coverage of news event</th>
</tr>
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<tbody>
<tr>
<td>10/12</td>
<td><strong>Readings:</strong> Week 8a &amp; 8b</td>
</tr>
<tr>
<td></td>
<td><strong>In-Class:</strong> Covering police breaking news</td>
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- **F-10/14** AUTUMN BREAK

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Midterm begins</th>
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<tbody>
<tr>
<td>W-10/19</td>
<td><strong>AP Style, News and Article pursuit</strong></td>
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- **F-10/21** Midterm article revision and writing  
  **Due:** MIDTERM ARTICLE DRAFT DUE (3 pm)  
  **Due:** MIDTERM ARTICLE FINAL DUE (5 p.m.)

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Feature article pitches and begin reporting</th>
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<tbody>
<tr>
<td>W-10/26</td>
<td><strong>Readings:</strong> Week 10a</td>
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<td></td>
<td><strong>In-Class:</strong> Speed AP Style</td>
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</table>

- **F-10/28** Investigative reporting  
  **Readings:** Week 10b

- **In-Class:** News briefing  
  **Due:** Submit final project team idea

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<thead>
<tr>
<th>Week 11</th>
<th>Public Records and Data Reporting</th>
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<tbody>
<tr>
<td>W-11/2</td>
<td><strong>Readings:</strong> Week 11a</td>
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<td><strong>In-Class:</strong> Speed AP Style</td>
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<tr>
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<td><strong>Due:</strong> FEATURE ARTICLE DRAFT DUE</td>
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- **F-11/4** Broadcast Reporting  
  **Readings:** Week 11b

- **In-Class:** News briefing  
  **Due:** FEATURE ARTICLE

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Writing for Radio</th>
</tr>
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<tbody>
<tr>
<td>W-11/9</td>
<td><strong>Readings:</strong> Week 12a</td>
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<tr>
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<td><strong>In-Class:</strong> Speed AP Style</td>
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- **F-11/11** NO CLASS--Thank a Veteran!  
  **Due:** FEATURE ARTICLE Rewrite (optional)

<table>
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<tr>
<th>Week 13</th>
<th>Media Law and Ethics</th>
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<tr>
<td>W-11/16</td>
<td><strong>Readings:</strong> Week 13a</td>
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<tr>
<td></td>
<td><strong>Assignment:</strong> Pitch, develop final project</td>
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<td><strong>Due:</strong> Submit final project team update</td>
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<th>Week 14</th>
<th>Political Simulation with Law School</th>
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<tr>
<td>W-11/18</td>
<td><strong>Readings:</strong> Week 13b</td>
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<td><strong>In-Class:</strong> News briefing</td>
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<tr>
<th>Week 15</th>
<th>Thanksgiving!</th>
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<tbody>
<tr>
<td>W-11/23 + 11/25</td>
<td><strong>In-Class:</strong> Bring draft for peer review</td>
</tr>
<tr>
<td>F-12/2</td>
<td>Final Project Work</td>
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<tr>
<th>Week 16</th>
<th>What have we learned?</th>
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<td>W-12/7</td>
<td><strong>Due:</strong> Final Project</td>
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