The Lantern Practicum
Comm 2223
M 2:15---4:05 p.m. (lab) T/Th
2:20p.m.---3:40 p.m. (class)

Autumn 2016 Journalism
Office: 275 Journalism Building
Lantern office phone: 614.247.7030
Lantern office hours:
Monday 10 a.m.-2 p.m.
(or by appointment)

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COURSE DESCRIPTION

Welcome to *The Lantern*!

You are now part of the writing staff of an Ohio State institution that began in 1892. This class, in many ways, will function like a real newsroom. It will not be like any other class you've had at OSU. That's because the Lantern is a real news organization with a daily audience that extends across the globe.

Your goal: to fill *The Lantern*, its website and its social media channels with professional-grade Arts, Campus and Sports stories. You will pursue investigative and data-driven articles, and further develop your social and multimedia reporting skills.

You will have at least 14 published articles by the end of the semester, although many of you will have more. You will learn to think, feel and act as reporters - thirsting for news, striving to write and report.

All of you will build on the news writing and editing skills acquired in Comm 2221 to cover the OSU campus. You will talk to real people, get outside your comfort zone, develop expertise on a variety of topics, and meet every deadline.

Your job: write clear, concise, organized and accurate articles, produce photos and multimedia pieces, and act professionally and responsibly based on journalism ethics.

COURSE COALS

By the time this class is over, you will know how to:
1. Report, write and produce various types of stories for *The Lantern*, TheLantern.com and Lantern TV.
2. Understand the practicality and details of media work and how much time and energy go into producing solid journalism.
3. Utilize multimedia and produce content beyond words on a page.
4. Behave like a working journalist.

READINGS

Associated Press Stylebook
Online links provided through Carmen.

All readings should be done prior to the assigned class period. You should note the difference between "Read" and "Resources" in Carmen. Resources are helpful, but not required reading.

To best prepare for this class and writing exercises, read the online versions of *The Lantern, Columbus Dispatch, The Washington Post*, *New York Times*, *USA Today*, *CNN,* and *Fox News*.

Other great journalism resources include The Poynter Institute and Columbia Journalism Review. Read as much as you can from as many different sources as you can. The more you read, the better you'll report and write.

GRADING

Final course grades will be calculated in the following way:
• **Professionalism and Tweets (50 points)**
• **Writing exercises (100 points)**
• **Editor feedback on your work (50 points)**
• **Multimedia and photo work (100)**
• **14 articles (50 points each = 700 points)**

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 - below=E).

Please Note: I am not able to negotiate grades, either during or after the semester.

INSTRUCTOR METHODS

This course is focused on improving your writing and reporting skills. So, as much as possible, this course will be focused on those "hands on" experiences that are designed to help you realize those two goals.

There is no textbook for this course, but there will be readings and other material that I will expect each of you to go through before class. Classes will include sometimes - short lectures and discussions designed to reinforce those points. Labs will feature more hands on experiences, and occasional guest talks from subject matter experts. Many labs will allow time for you to work on and finalize those stories.

I believe more communication is better communication. At the end of every week you will receive from me an EMAILED reminder where we look ahead at assignments and goals coming in the next week. These are intended to keep us both on track. Please make sure you are receiving these reminders. If not, let me know ASAP. Please let me know also if you have other ideas for what might augment our class or better serve your learning experience.

My goal is to get to know each of you better as students and people, to help your academic goals throughout this semester and beyond. I encourage you to email and tweet any and all questions that arise, to share information you discover outside our class content, and to meet with me during office hours or beyond.

CLASS TOOLS
This class will operate without a textbook. However, you will be expected to access readings and course materials through links I've set up in Carmen. Please let me know if you're having any issues accessing them and we'll get those problems corrected.

WITHDRAWAL POLICY
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. If you do have questions about how to drop or the impact on your transcript or financial aid, please visit the Academic Advising website.

ASSIGNMENTS
Twitter Attendance and professionalism (50 points)
We take attendance through Twitter, which means every student gets credit for attendance by tweeting something insightful or asking a question from each class session, with the goal of engaging the outside world. Twitter is an important tool for all reporters, as you engage sources and promote your own brand and work product. To that end, you will not just tweet that you were in class. You must reach out to a source, tweet about the story in which you are working, send out a link to a published piece with some details. You can also pitch ideas to me this way. Use the **hashtag #LanternClass** for all posts. Please make sure to follow me **(@spencerhuntosu)** so I can put you in our class list. If you do not have a Twitter account, you will need to set one up.

PROFESSIONAL CONDUCT
While working on your articles, you represent *The Lantern* and the School of Communication, as well as Ohio State as a whole. Please act responsibly and professionally. Any conduct unbecoming your role and responsibilities will impact your grade but, more importantly, will also impact your future career opportunities.

Writing Exercises (100 points)
We will have a writing exercise every Wednesday that will put your deadline writing skills to the test, and improve them. The writing exercise will be based off actual press releases and you will be asked to produce the first three graphs of the story you would publish on the Lantern's website. The exercise is intended to simulate a real life experience of writing under deadline.

Editor Feedback on your work (50 points)
Each Lantern editor that you work with will provide an evaluation of your performance (timeliness, willingness to rewrite, quality of story ideas, receptiveness to constructive comments, etc.) on a percentage scale. The amount of points they assign you will determine the percentage of these points assigned to your final grade.

Multimedia and Photo work (100 points)
Most stories are made more compelling by a photo, graphic or other image. For every article you create, you will need to shoot or submit at least one photo, record a video *OR* help coordinate photo or video assignments with your Lantern editor. This is an all or nothing grade - include these elements in every article you submit, and you will receive the points. Please note: Students are expected to include video b-roll footage that can be used with stories at least twice during the course of the semester. For those of you who have not shot video before we will hold a session early on in the semester about how to do this and submit it Lantern TV station managers. Sports reporters may face some difficulties filling the video requirement. We can discuss those situations individually.

To make sure you get these points, include the photos and videos along with your story submission in Dropbox. If you help arrange that photos are taken of the event for you, note that you have done that, so that I can confirm it with your editor.

Articles (14 articles @ 50 points each = 700 points)
You are responsible for developing 14 story ideas/assignments into articles for *The Lantern*. Unlike Comm 2221, where your goal was submission for a grade, your goal now is publication, and that means each article must achieve one of three levels before it will be graded:

1. The article is good enough for publication (as per a Lantern editor) and gets published.
2. The article is good enough for publication (as per a Lantern editor) and does not get published.
3. A Lantern editor deems the article not worthy of publication.

This means that articles may go through numerous revisions before they are finished, or they may be good to go on your first try.

DEADLINES – IMPORTANT!

Your lantern section editor will work with you to establish a deadline for each of your stories so that they will be ready for publication. So this is not like a class, in which a late submitted story earns a lower grade. Deadlines must be met.

When you file your story with your editor, file a copy of that story to the appropriately numbered class dropbox in Carmen. Each of you will have 14 separate dropboxes in which to file your stories.

There are 16 weeks in a semester and you will need to write at least 14 stories, so while you can go a week without filing a story, that will mean you need to write two stories the next week, and so on. That's why it's important to report, write and file at least one story a week. Students that's don't can't quickly find themselves in a big bind as the semester goes on.

This is really important: Any assignments that don't meet deadline will receive *zero points*. You don't want to have this problem. This is why it's critical to stay in touch with your editors and let them know of any issues as soon as they crop up. Your editors might be able to offer a suggestion that gets you back on track. Staying in touch and working out realistic deadlines with your editors will help you avoid issues that can really hurt your grade.

Why zero points? Deadlines are critically important in the news business. When you agree to do a story, you agree to meet that deadline. Missing deadlines creates a hole in a paper or a website that your editors were counting on you to fill. So you need to manage your time, and give yourself as much of it as you need to report, write, self - edit and hand in your stories.

Submission Guidelines
All stories will be submitted to dropbox as follows, or they will be edited, but not graded:
1. *Name the file (this is called a "slug") with this information: LAST NAME, FIRST NAME, ASSIGNMENT NAME, DATE*
2. Save the file as Word document.
3. Put the file in your FOLDER on DROPBOX

Include in the body of each article:
- YOUR NAME
- SUGGESTED HEADLINE
- CONTACT LIST with phone numbers and/or email for your sources, so I can touch base during the semester.

Failure to include any of these items will result in a five point deduction (up to 15 points)

You will learn how to maintain a source file to help you report your beat and find sources on tight deadlines. *The Lantern* also has a central source file that you will be

DETAILS ON ARTICLES:
- You will be working a "beat" at the university, with the goal of developing expertise, relationships with sources and a deeper understanding of issues.
- You are the master of your own story idea domain. *That means most of the ideas will be generated by you*. Some assignments will come from Lantern editors.
- You must have *at least* two human sources, but, more importantly, you must have sources that have expertise to speak on your article topic. Many stories would benefit from having more than two sources, so keep this in mind as you are reporting and writing a story that would satisfy editors and readers.
- **Opinion/Review articles**. First---person reviews of concerts and events have a place in *The Lantern* but they do not in this class. I cannot grade you as a reporter if you are your only source. Similarly, concert reviews with two sources/audience members stuck at the end will not do well in this class. You can, however, preview a concert or event, with the expectation that the sources will be the event organizers and the performers or their representatives.
- You get to write three of your 14 articles for a section other than the one you are assigned.
- If you find a great story idea for someone else's beat, do not be afraid to share. Collaboration is a key to newsroom success and will earn you extra credit.
- We will seek a mix of news and feature stories, and I will guide you on which style to use with which articles.
- 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 story ideas with fellow reporters.
- You get to write a headline for all of your articles!
- Please include contact info for the reporter(s) (including cell phone) in case editors have questions.
- 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.
- We are a paperless class, so all stories will be submitted digitally. No handwritten or printed stories will be accepted.

EXTRA CREDIT
The total amount of extra credit available in this class is 30 points (3 percent). It can be earned in these ways:
- Do extra stories (over and above the 14required)=5 points for each story
- Alert the newsroom to a breaking news story (1 point)
- Jump on a breaking news story (1 point)
- Help with another writer's story (1 point)

COPY EDITING
Everyone in class will take a copy---editing test. If you pass and wish to be a copy editor, you will work about four hours per week (two two---hour shifts) and be graded on your efforts. You will then need to write 11 stories instead of 14 for the semester.

GRADING YOUR STORIES
Every assignment starts off with 100 percent - but avoidable challenges that will result in points being deducted include:
- Errors in fact: 15 points (out of 50)
- Misspelled names: 15 points (out of 50)
- Missing facts in lede or nut graph: 5 points
- Unclear writing: 5 points
- Grammatical errors: 1 point
- Misspelled words: 1point
- Punctuation and style errors: 1 point

LIBEL
Any story that includes libelous material will result in a zero for the assignment. Examples would be if you describe someone as a murderer in your story before he or she has been convicted, or if you misidentify a subject and implicate someone not guilty of a crime.

HOW TO SUCCEED IN THIS CLASS:
College is intended to prepare you for the real world, and 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. Coming on time and ready to work on the material for the day. Read the material on the links before you come to class. If you do not do that work and we have to "catch you up," you are impacting everyone else in class.
2. Staying in class: I know you have things to do, but we have committed to being in class together for our scheduled class time.
3. You are missed when you are absent: Missing class when we are doing an activity can and will cost you attendance and writing exercise points in the near term and knowledge in the long term.
4. 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.
5. Dressing for success: I know this class is college, but you never know who might come to class who could help you with am internship or guide your

academic or professional career. Please know I don't want to discuss appropriate class dress with you, but I will if need be.

6. Deadlines are deadlines: Assignments must be submitted in the Dropbox by the pre---determined time and will not be graded if late.
7. I believe in using social media in class. I encourage you to use your devices, and require Twitter for attendance. Remember that, if I can see what you post, so can future employers. Please be responsible about how to present yourself to the world.
8. To that end, surfing the web or sending non---course e---mail during class is disrespectful and unprofessional.
9. Lying, cheating or stealing will get you fired: In this class, if you plagiarize or fabricate 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.
10. Read *The Lantern* and the other news organizations' Web sites. Listen to at least one news broadcast every day. You cannot be a good writer or reporter unless you see how it is done in the real world.
11. Ask questions when you don't understand something.
12. Don't just spell check...PROOFREAD and SELF EDIT!
13. Have fun. We get to find out a bunch of cool, interesting things and share them with other people who need to know them. What better job can there be?

SYLLABUS
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. 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 Prof. Hunt *BEFORE class* to receive class any materials and turn in assignments via the drop box or e---mail. If you do not notify Prof. Hunt your assignment will not be accepted.

ACADEMIC MISCONDUCT:
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335---31---02). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

MANAGING STRESS
College can be a stressful time, and I am always here to help you - in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

SPECIAL ACCOMMODATIONS
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614--- 292---3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Date	Topic	Lecture/Discussion	Activity
Week 1 T 8/23	1 – 1 Welcome to the Lantern	**Lecture/Discussion** • Welcome to the newsroom • Introductions • Go through syllabus • Go through beats	Meet with editors in the Lantern, set weekly meeting schedule, Staff photos taken.
Th 8/25	1 – 2 Finding stories.	**Lecture/Discussion** • Tools for reporting • Finding stories	Copy Editor Test IDs distributed
Week 2 M 8/29	2 – 1 The Challenge of Newswriting	**Lecture/Discussion** • Elements of a strong story • First Five Graphs	Writing exercise Practice – not graded
T 8/30	2 – 2 Writing the Lede	**Lecture/Discussion** • Identifying the elements of a strong lede • Different types of ledes	
Th 9/1	2 – 3 Using the best quotes	**Lecture/Discussion** • Identifying quotes • When to paraphrase	Writing exercise 1 (Graded)
Week 3 M 9/5	**NO CLASS**	**LABOR DAY**	**NO CLASS**
T 9/6	3 – 1 Working with the gatekeepers	**Lecture/Discussion** • Working with comm	Panel discussion with OSU PIOs Feedback on

Th 9/8	3 – 2 Breaking News	**Lecture/Discussion** • What counts • Urgency and Accuracy	Writing exercise 2
Week 4 M 9/12	4 – 1 Shooting Video	**Lecture/Discussion** • Video production and composition • Video w/Smartphones	
T 9/13	4 – 2 Developing sources on your beat	**Lecture/Discussion** • Beat Basics • Working with Sources	Feedback on writing exercise 2
Th 9/15	4 – 3 The art of the interview	**Lecture/Discussion** • There are no stupid questions…	Writing exercise 3
Week 5 M 9/19	5 – 1 Translating the technical	**Lecture/Discussion** • Dealing with/translating difficult technical language in your beat.	Simplifying technical release
T 9/20	5 – 2 Journalism Ethics	**Lecture/Discussion** • Traditional media ethics	W.E. 3 feedback
Th 9/22	5 – 3 Digital Journalism Ethics	**Lecture/Discussion** • How digital alters the discussion	Writing Exercise 4
Week 6 M 9/26	6 – 1 Working with Data	**Lecture/Discussion** • Why data and precision reporting is important	Using Excel as a reporting tool W.E. 4 feedback
T 9/27	6 – 2 Enterprise/ Investigative reporting	**Lecture/Discussion** • What does it take to report the big, investigative series?	
Th 9/29	6 – 3 Newswriting challenges II	**Lecture/Discussion** • Writing the long story	Writing Exercise 5

Week 7 M 10/3	7 – 1 Working with FOI	**Lecture/Discussion** • Your rights to documents and records.	Writing out an FOI letter W.E. 5 feedback
T 10/4	7 – 2 Photography	**Lecture/Discussion** • Photo composition • Captions	Guest speaker
Th 10/6	7 – 3 Ending stories	**Lecture/Discussion** • Not always a quote. • Different ways to end a story.	Writing Exercise 6
Week 8 M 10/10	8 – 1 Editing: what to do	**Lecture/Discussion** • Editing checklists and how to self edit. • Understanding the editing process	Identify style grammar errors W.E. 6 feedback
T 10/11	8 – 2 Editing complicated stories.	**Lecture/Discussion** • How to break down and reorganize and article	Writing Exercise 7
Th 10/13	**NO CLASS**	**AUTUMN BREAK**	**NO CLASS**
Week 9 M 10/17	9 – 1 Social media in breaking and live reporting.	**Lecture/Discussion** • Social media in reporting • Tools you can use	Working with Social Media reporting tools W.E. 7 feedback
T 10/18	9 – 2 Establishing brand identity in social media	**Lecture/Discussion** • Brand identity	Writing Exercise 8
Th 10/20	Writing Work Day	**Reporting on your stories**	

Week 10 M 1024	10 – 1 Specialized reporting topics 1	**Lecture/Discussion** • Sports • Government • Health	W.E. 8 feedback
T 10/25	10 – 2 Specialized reporting topics 2	**Lecture/Discussion** • Race and gender • Crime and police • Environment and Science	Writing Exercise 9
Th 10/27	Writing Work Day	**Reporting on your stories**	
Week 11 M 10/31	11 – 1 Media management: How digital is disrupting news	**Lecture/Discussion** • Uncertainty • Opportunity	W.E. 9 feedback
T 11/1	11 – 2 News Values	**Lecture/Discussion** • What news consumers want • Why local news is so important	Writing Exercise 10
Th 11/3	Writing Work Day	**Reporting on your stories**	
Week 12 M 11/7	12 – 1 Rethinking Journalism	**Lecture/Discussion** • Changing expectations • Changes in storytelling	Writing Exercise 10 feedback
T 11/8	12 – 2 Alternate Storytelling	**Lecture/Discussion** • The multimedia form of storytelling	
Th 11/10	Writing Work Day	**Reporting on your stories**	

Week 13 M 11/14	13 – 1 Brand Journalism	**Lecture/Discussion** • An old business practice returns. • What it means	
T 11/15	13 – 2 Your online brand	**Lecture/Discussion** • Establish your digital self. • Build your online resume	
Th 11/17	Writing Work Day	**Reporting on your stories**	
Week 14 M 11/21	14 – 1 Breaking down the Lantern	**Lecture/Discussion** • The analytics of The Lantern • What worked, what didn't	
T 11/22	Writing Work Day	**Reporting on your stories**	
Th 11/24	**NO CLASS**	**THANKSGIVING**	**NO CLASS**
Week 15 M 11/28	15 – 1 The Lantern, the future is now	**Lecture/Discussion** • What does it take to be a Lantern editor? • Continuing with the Lantern	
T 11/29	15 – 2 Wrapping up	**Lecture/Discussion** • Discussing final week • Extra Credit opportunities	
Th 12/1	Writing Work Day	**Reporting on your stories**	

Week 16 M 12/5	CLASS IF NEEDED		
T 12/6	CLASS IF NEEDED		