

Communication 4202



Autumn 2016

In this issue:

Let's Get Together!
Tuesdays 3-5:05 pm

Best classroom at Ohio State?
1138 Smith Lab

Meet your professor!
Nicole Kraft's office is 3045 E Derby

Editor's Note

Welcome to Magazine Writing!

This is not a theory class or an analysis of the magazine industry. When you join this course, you enter the real world of magazine editors and magazine writers.

Our goals by the end of the semester:

1. *Identify what makes a marketable magazine article.*
2. *Develop story ideas that can be pitched to magazines.*
3. *Conduct research and interviewing necessary to craft a magazine article.*
4. *Learn and execute feature-style writing to craft comprehensive and entertaining magazine articles.*
5. *Learn how to revise and edit articles to improve their quality and move toward publishable quality.*
6. *Create a magazine around a centralized theme using iBooks Author and publish it.*

This is not a class where you can be passive and do well—your engagement and participation is a key part of your success in the course.

I am your editor, and 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, which means your video lectures and readings

done at home provided a foundation. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

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.

This class is also a hybrid, which means we meet for two-thirds the normal time in class, and one-third of our class work is done online.

The workload is the same—meaning for a three-credit class for every hour of work you do in class (or online) you will spend three 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 doing

work 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 your individual needs and goals, and to, hopefully, maximize what you take from the class.

Table of Contents

Editor's Note.....	2
Grade Details	3
Class Briefs	5
No Slacking Off.....	7
Office Space	8
Welcome to the Real World	9
Techno Culture	11
Yes, It's Time for Twitter	13
Class Schedule.....	15
And in the End	16

Grade Details

Perusall Readings	50 points
Online Discussions	100 points
Article 1 Ideas	100 points
Article 2 Ideas	100 points
Magazine SWOT Analysis	100 points
Article 1	150 points
Article 2	150 points
Midterm Magazine	100 points
Final Magazine	150 points

These points tallied together will give you your final grade of the following (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.

In this class you will be graded primarily on your writing. Fact errors and misspellings of proper nouns negatively impact your grade. Failure to meet the word count will result in a 5 percent deduction on your article.

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. Once our magazine teams have been made, your departure is especially difficult. If you do have questions about how to drop or the impact on your transcript or financial aid, please ask me or visit the Academic Advising website.

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. 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!

STATEMENT ON DIVERSITY

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our 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, the 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.

Class Briefs

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus.

In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas.

Online Dialogue

(100 points)

We are a hybrid class, which means that we spend two-thirds of our class time live and one-third online building a virtual community.

To that end, we will have discussions online forums once a week to share magazine article we read and writing issues we face. We will share thoughts, ideas, challenges, etc.

Our discussions will be due every Thursday at 9 a.m., with the goal that we can comment on other posts by Sunday at 9 p.m.

Peruse These 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 [Perusall](#).

You will purchase your textbook, **Writing Like Rabbits**, through the iTunes Store, but the remainder of your readings will be accessed through Perusall. Read the sections assigned through each Canvas assignment.

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

When you open a document, you'll see highlights superimposed on the document that represent comments (yellow) or questions (orange) that you and other students have entered. When someone responds to your question or comment, you will receive a notification by email and you can post a reply by signing on or merely



replying to the email.

If you ask a question you can indicate that one or more of the responses answers your original question.

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

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

You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment.

However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer count towards your score for that assignment

Pitch Me a Story--Twice

(Each worth 100 points)

For each article (twice during the semester) you will develop three different story ideas (total of six)—for the

type of article you will be writing for your magazine. The story ideas can fit one of three categories:

1. **Profile Article:** Select one person, place, thing, event or business (a single entity) and write a profile of 800-1,000 words. A profile is like a mini-biography that shows us the news value (why is this story being written now) and delves into the past, present and future of the subject. Keys to success are that the entity has a reason to be profiled and you show a complete story with strong sources. You will need at least three human, quoted sources.

2. **Round-up or How-to Article:** Show readers how to do something or crafting three or five small stories collected under one topical umbrella. We will discuss in class the specifics of each of these types of articles. You will need at least three sources (one for each section). This piece will be 700-900 words.

3. **Issue Article:** Pick a topic that has significance for your community and dig deep into its causes, history,

evolution, ramifications and future. You will need at least three sources. 1,200-1,500 words.

In each pitch you will need to:

- Explain why this idea fits your magazine and why readers would want to read it.
- Pitch us the story ideas, complete with theme paragraph and potential sourcing.
- Tell us why you are qualified to write the story.

You will pitch these stories in class in an "elevator" style 2-minute pitch. The class, led by your magazine team, will determine whether the idea is suitable for your publications.

Fantastic Features

(2, each worth 150 points)

You will write two feature articles for your magazine in two of the three styles mentioned above. (Before you ask, you must write two different article types!). Each article will follow the feature style of writing we learn in class and utilize at least three human

sources.

Please do not pursue your article until we approve of the topic via this story-idea process, or you may end up working on an article that can't be completed or is not a fit for your publication. Changes happen to articles, and I understand that, but I need to know about any major changes to the theme before submission.

Making of a Midterm

(100 points)

In this class you have been assigned into a groups to create your own themed magazine using iBooks Author. It will contain articles written by every team member, with photos, video, audio interviews and graphics also included.

Your group will get to select the theme for your magazine—politics, food, travel, sports, Ohio State life—and every article will be focused around that theme. Everyone on your team will be a writer and editor, and you will select the designers for your magazine.

We will spend the semester developing that theme, pitching and creating articles, revising and refining those article and designing our final product for distribution! Your midterm will be your initial design of the magazine, with each person will design their own two articles, complete with headlines, photos and video. This will entail your team deciding on the design theme and elements before this part of the project is due.

Analyze This

(100 points)

Your magazine has the potential to exist as a real publication in the real world. To that end, you will need to create a SWOT analysis of your magazine: Identify its Strengths, Weaknesses, Opportunities and Threats.

This will include:

- An introduction to your magazine product.
- Identify where your magazine fits in the marketplace
- What is its potential for subscrib-

Class Briefs

ers and advertisers

- Where you might find both
- Distribution models
- What challenges you might face in production and distributions
- Explain if this magazine has viability and why.

Include at least one example of similar magazine for comparison. You will need to contact at least one professional magazine editor to talk through your publication idea and quote them in your analysis.

Create Your Own Magazine

(100 points)

Your final project is the complete version of the magazine, fully designed, copy edited, with photos accompanying every article, an introductory video, and with a cover, table of contents, staff box and introductory column from the editor.

Every team will submit a .pdf and the .iba file to Canvas.

Revisionist History

Every person's article will be edited by me and by your peers. Participating in that process is crucial to your success as a writer and that of your classmates. You have the opportunity to revise both articles using my comments and the peer review comments, and potentially increase your grade by 10 percent.

Extra Credit

Everyone will have the opportunity throughout the semester to attend events or do research for extra credit, up to 20 points.

Activities: Participate in the outside class activities identified during the semester

Research: Take part in School of Communication research, and receive 5 points per activity. <http://osucomm-sona-systems.com>

I will ask at the end of the semester for you to self-report extra credit. The responsibility is yours. The deadline for completion and reporting to me all of the extra credit is the last day of class.

No Slacking Off

New network to foster class communication

To keep us communicating as closely as possible, I have created communities for us on an application called Slack, which is available on both your laptop, desktop and mobile devices.

Slack will take the place of email, allowing us to have both public and private discussions about class, share files (but not assignments), and keep a record of all we discuss in themed “channels.”

Slack works through a system of hashtags, much like Twitter. But only members of a given team can see the postings on the hashtag.

Every magazine team will have its own Slack channel for public and private discussions

You’ll also get the most out of Slack if you install the mobile app (iOS / Android) and the desktop app (Mac / Windows) so you get desktop notifications about new messages and can keep up with what’s happening without needing to leave a browser window open.

Slack commands you need to know

@channel

A channel in Slack is like a “room” for discussions, usually arranged around a topic of discussion or the relevant team. To send a notification to everyone in the channel, type @channel and then your message.

This can be annoying if you’re in a large channel, particularly if there are people across a lot of time zones. People tend to use @channel a lot, but it’s useful for getting everyone’s attention.

@username

To send a notification to a specific person inside a channel, type @username. For example, to alert me, you’d type @nicole.

@here

Like @channel but only notifies people that are online and active, so less annoying.

/me

If you want to talk in third person, this is for

you. For example, if you’re going to lunch, you’d type “/me is going to lunch” and it would show as “Owen is going to lunch.”

DM

Direct/private message between you and one other person.

Private Group

Like a channel, but by invitation only. Useful as a ‘disposable’ room for events, quick team discussions or gossip.

/open

Opens a new channel.

/leave

Drop out of a channel.

/collapse

Hides all images and GIFs in a channel.

Who’s who

One feature many aren’t aware of is Slack’s ‘team directory’ that gives you a quick overview of who people are in your company and how to contact them.

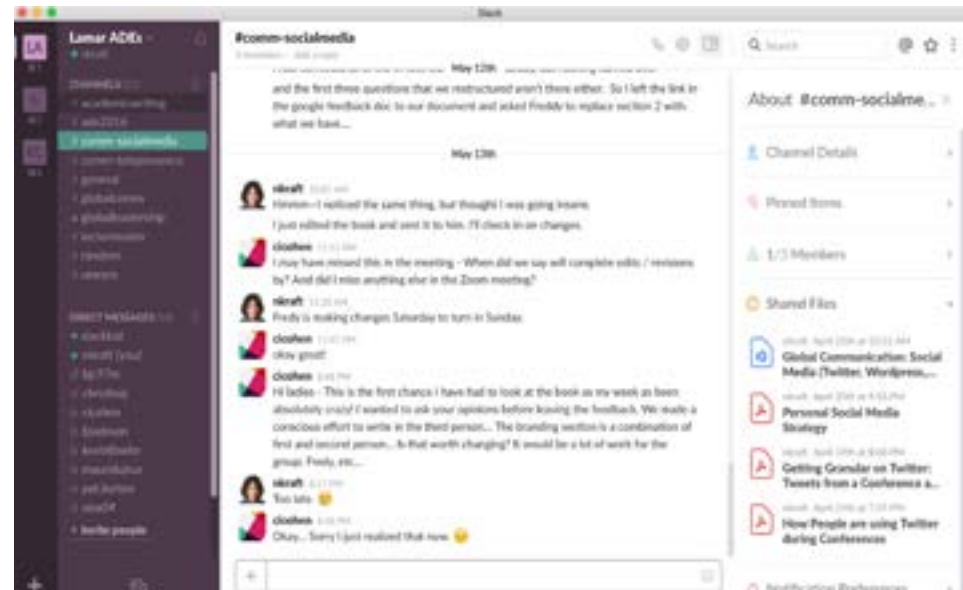
It can be accessed via the “...” menu in the top right or by heading to your team site. It lists each team member along with their contact details.

When you sign in to Slack for the first time, every type of notification imaginable is enabled. There are many different ways to manage notifications.

Each channel has individual notification preferences, so you can get notifications for every message, just your name being mentioned or nothing at all.

To get to the settings, open the channel you want to change and click the name of it at the top of the screen, then “channel notification preferences.”

From here you can set up both mobile and desktop notifications so the alerts only go where you want them.



OFFICE SPACE

Editorial Meetings, Writing Bar to provide student-centered class guidance

Every semester, professors around Ohio State include a line in their syllabi encouraging students to visit them in “office hours.”

And every semester those same professors sit alone in their offices, wondering why students do not come by. Not so for Comm 4202.

Instead of office hours, this class will feature a “Editorial Meeting Time,” where students will be able to come and get help on their articles, and discuss topics and techniques.

The goal is for students to join in a collective and congenial environment of dialogue and discussion, as opposed to simple questions and answers.

“There are few more lonely times in a semester than when you are awaiting students during ‘office hours,’” Prof. Nicole Kraft said. “I want students to feel that time is theirs, not mine. The space is open and they are encouraged to come and go as they wish to get the guidance they need. The space--and I--am there to serve.”

Bring your favorite magazines and articles for us to break down and figure out how to emulate. Read a compelling piece and let’s discuss how it was put together, and how you might craft one that is similar.

In addition, students can come and get assignment and class help from Kraft and a team of students who will offer weekly “Writing Bar” sessions.

The Writing Bar will be much like an Apple Genius Bar, where students can come and get one-on-one help from people who know the subject matter best--students who have already taken the class and excelled.

“I truly believe that students learn best from each other,” Kraft said. “The connection with those who have been through a class and those going through the same experience provides a connection that can help everyone learn more effectively.”

Kraft is also available for one-on-one meetings throughout the week. She would also love to have coffee or meet for lunch, which can be paid for through [Arts & Science’s Take Your Professor to Lunch](#) program.

Editorial Meeting Time

The Comm 4202 Editorial Meeting Time will be held Tuesdays from 1-3 in 3045E Derby Hall. Come to discuss topics or articles, get feedback on ideas or magazine designs.

Writing Bar

Writing Bar hours will be Mondays from 4:15-6:15 in the Digital Union, located in the basement of Denney Hall. Bring your articles or magazine designs to get on-on-one help from writing experts, who can walk you through the process from idea to reporting to execution. Clinics will be held to facilitate your projects. Appointments are welcome but not required. Please sign up on Slack at #writingbar.

The Comm 4202 Writing Bar mentor is **Jarred**

Shellhouse, a senior studying agricultural communication and public affairs. He grew up on a hobby farm in northwest Ohio and wants to find a career in the agriculture industry.

Jarred has completed internships with Ohio Farm Bureau, the Ohio Senate and the National FFA Organization, and is seeking to continue his education by attending law school after graduation this spring.

On campus, you can find him helping recruit students for the College of Food, Agricultural, and Environmental Sciences or investing his time into a service organization called Ohio Staters, Inc.

Jarred’s communication experience has been geared toward graphic design and photography, but he enjoys all aspects of communication and is excited to take on this opportunity for magazine writing this semester!





Welcome to the **Real World**

Kraft offers advice for students seeking success

College is intended to prepare students for the real world. For many—especially in journalism—your undergraduate career is like a first job.

Students 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, Prof. Nicole Kraft offers these tips for how to succeed in the real-world environment that is Comm 4202.

1. **We write.** 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. **Get it right:** 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:** The active learning 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. **ID yourself:** We use Slack for communication, but if you do email, please include your class number (Comm 4202). 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 come to our editorial hours.

10. **Deadlines are deadlines:** This is a professional work environment, so work must be done based on deadlines. Late assignments will get edited, but no points will be assigned. No in-class assignments can be made up.

11. **No paper:** Due to the professional (and paperless) environment of this class, I don’t accept any handwritten assignments.

12. **Something social:** 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. **Stay professional:** We do not interview or quote friends, relatives, roommates, classmates, etc. In our industry it’s considered a conflict of interest.

14. **Stay honest:** 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



Techno Culture

iBooks turns students into publishers

Students in Nicole Kraft's Ohio State Magazine Writing classes have, since 2004, learned how to find story ideas, develop sources, conduct interviews and write articles. Many of them even pitched those articles to real magazines in the hopes of publications. But it was only a small percentage who actually got published, leaving others to only hope to someday see their names in print.

All that changed in 2016 when Kraft incorporated into her classes the application iBooks Author, which now allows every class to become publishers as well as writers by designing and providing their own magazine in the iTunes Store.

"There are few better feelings than seeing your name in print, and sharing with the world a story you have discovered and developed," Kraft said. "I want every student to experience that feeling."

Kraft first discovered iBooks Author when she developed her own interviewing textbook called, "Always Get The name of the Dog." She soon realized the applications it could have for students and sought to engage her students with the platform. So far Comm 4202 classes have designed five magazines and one, The Millennial, is currently live in the iBooks Store. they have to really be perfect before we can put them out into the world," she said. "This semester my dream is both magazines will be published and will be well received."

To facilitate publishing work, Kraft asks any student with a Mac laptop to download the application [iBooks Author](#). She will provide instruction on how to use the application in class, and students will also visit the Apple Store at Easton for training with Apple professionals.

In addition, classes on Nov. 1 and Nov. 8 will be held in the Hagerty Hall Digital Union, so all students have access to iBooks Author.

Kraft is a big believer that students should use the technology with which they feel comfortable in class. Every student is encouraged to bring their laptops, tablets and phones to class to use for publishing and reporting work.

She cautions her students that she knows when they are texting or surfing or snapping, and encourages them to treat the class and its policies with respect, so she can do the same.

"We cannot deny that technology is an important part of publishing and communication careers," she said. "The key, however, is to use them responsibly."

Technology Excuse Statement: Computers Can be Friend or Foe

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 drafts: When editing, set aside the original and work with a copy.

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

Yes, 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.

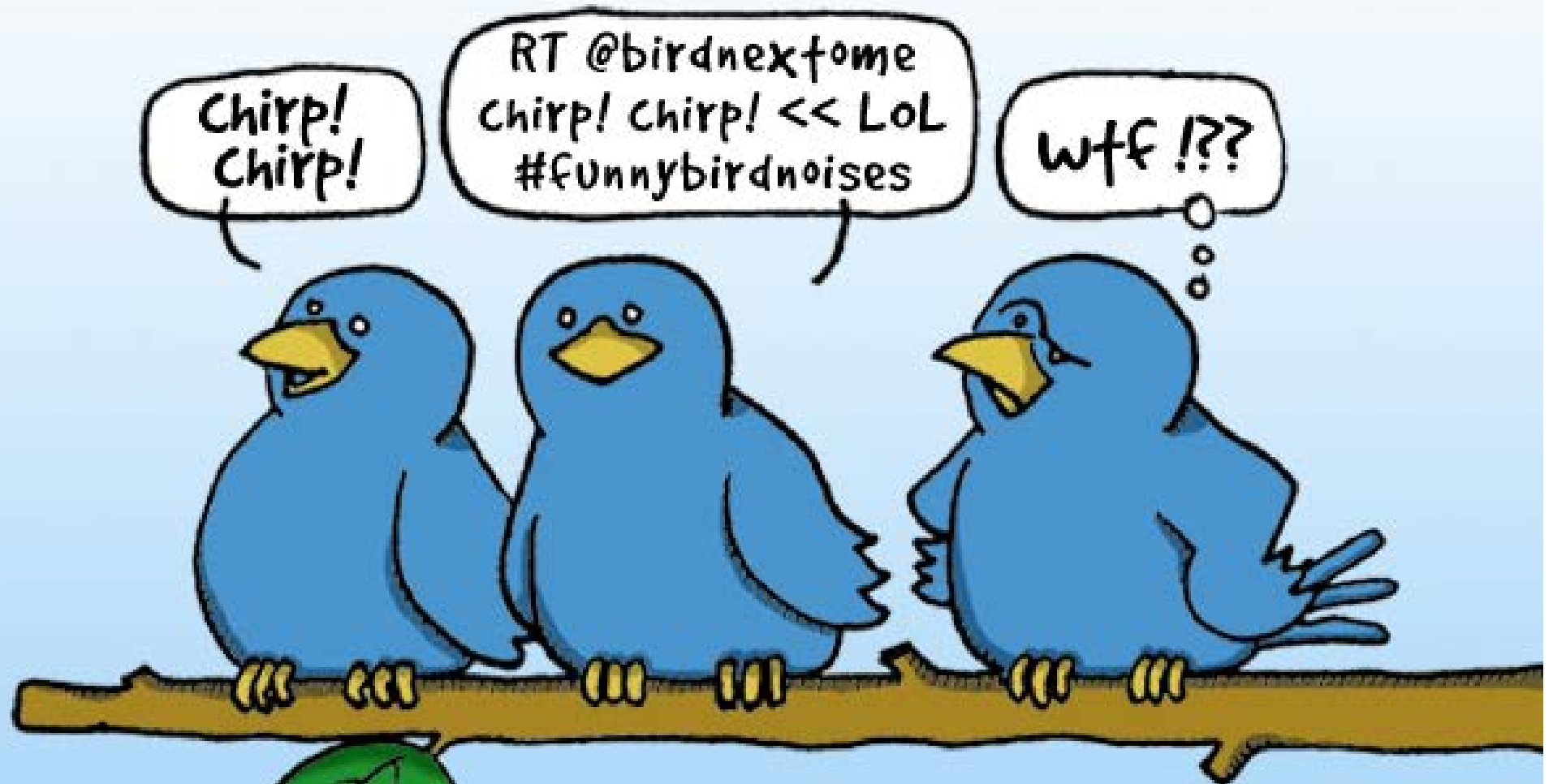
In addition to your posts, make your profile as professional as possible with a strong Twitterography that includes details of significance to who you wish others to think you to be. Put in a photo that helps others see you as a serious journalist (it should just be you with no companions).

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 world—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 #osumagazines for all posts.

Please follow the hashtag #osumagazines and follow me (@nicole_kraft), so I can put you in our class list.



Course Schedule: Week by Week	
Week 1 (8/23): Introduction to the course, Intro to class, Canvas and iBooks Author. Let's talk journalism—how do newspapers and magazine articles differ? In-Class Activity: Read syllabus, explain structure of course, magazine discussion	
Weekly Readings: Writing Like Rabbits, Chapter 1; Read, Read, Read 1 (due 8/25 at 11:59 p.m.) Discussion: Post a link to a favorite magazine article and why you think others should read it. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 2 (8/30): Features v. News and Finding Features Class Activity: Break into magazine teams. Identify subject of magazine. Brainstorm story ideas. Feature writing practice.	Reading (before class): Week 2a-Feature v. News
Weekly Readings: Writing Like Rabbits Chapter 2; Read, read, read-2; 2b-Finding a Feature Discussion: What features do you look for in a magazine? What do you want your magazine to include? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 3 (9/6): Understanding article construction, theme writing In-Class Activity: Writing in magazine style w/ anecdotes. Pitching articles in teams	Reading (before class): Week 3a-Anecdotes and beyond, AGTNOTD, 1-3 Due at end of class: 3 story ideas.
Weekly Readings: Week 3b: Ready to Hop Discussion: Watch interview on TV or YouTube. Describe what made it a good or bad interview and why. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 4 (9/13): Bodies and transitions In-Class Activity: Turning interviews into copy	Reading (before class): Week 4a-Shaping the Body, AGTNOTD 4-6
Weekly Readings: More leads, 4b-Profiles Discussion: Find and post a profile, and record post on what made it work or not work for readers. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 5 (9/20): Putting it all together In-Class Activity: Writing with facts and quotes, completing the article	Due at end of class: First Article Reading (before class): Week 5a:AGTNOTD 7-10
Weekly Readings: Week 5b-Revising, Week 5b: Writing Like Rabbits Discussion: ID your biggest article challenges to this point and how you will address. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 6 (9/27): Article Workshoping In-Class Activity: Workshop articles and provide feedback for revision. ID/assign art	Reading (before class): Articles from magazine team Due (beginning of class): 3 new story ideas
Weekly Readings: Discussion: What were best and worst part of Article 1, and what will you do differently? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 7 (10/4): Alternative story types In-Class Activity: Brainstorming story types and second article pitch	Reading (before class): 7a-Round-ups, How-Tos and Experiences Due at beginning of class: First Article Revision
Weekly Readings: 7b-Travel and seasonal articles Discussion:	
Week 8 (10/11): The Case for Design In-Class Activity: Learning magazine design and iBooks Author	Reading (before class): 8a-Magazine Design
NO WORK--AUTUMN BREAK	
Week 9 (10/18): Developing Magazine Assets--photos, videos and graphics In-Class Activity: Writing articles, identifying and assigning assets	Due at end of class: Second Article
Weekly Readings: Articles from magazine team Discussion topic: What was your biggest challenge from article 2 and how will you address?	
Week 10 (10/25): Magazine structure and sidebars In-Class Activity: Workshoping article 2 in teams, working on rewrite	
Weekly Readings: 10b-Designing with iBooks Class trip: Visit Apple Store to learn iBooks Author	
Week 11 (11/1): Designing with iBooks Author In-Class Activity: Setting up magazine design and templates	Due at beginning of class: Second Article Revision
Weekly Readings: Find three magazines with writing and design you admire. Discussion: What can you incorporate from these magazines into your book? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 12 (11/8): Designing the Magazine In-Class Activity: Work on magazine designs and put together book for midterm	Due at end of class: Magazine Midterm (your articles designed)
Weekly Readings: 12b Good Writing, get an issue of magazine we visited Discussion: What is a favorite article in the magazine and why? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 13 (11/15): Life at a Magazine In-Class Activity: Field trip to a magazine	Due at beginning of class: Magazine SWOT analysis (1 per team)
Weekly Readings: 13b Working with Editorial Discussion: Frame your SWOT analysis and develop a hypothetical 6-month editorial calendar with team, (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 14 (11/22): Shattered Glass In-Class Activity: Watch Shattered Glass	Weekly Readings: 14a-Covers and Query Letters
THANKSGIVING	
Week 15 (11/29): The story behind Shattered Glass In-Class Activity: Meet Stephen Glass	Weekly Readings: 15a-Broken Glass
Weekly Readings: Copy edit the other team's magazine Discussion: What suggestions do you have for the other team? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
Week 16 (12/6): Unveiling our magazines In-Class Activity: Finishing and showing off magazines	Due at end of class: Final Magazines

And in the end...

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.

I will notify you in writing and in our next class session of change.

Additional Resources

During the course of this class and throughout your university career, you may find the following helpful:

The Writing Center. This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. 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/writingcenter> to schedule an appointment.

Strunk & White's The Elements of Style. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore.

Attendance & Make-up Policy

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. If you miss class for whatever reason, it is your responsibility to meet with another student to find out what we covered. I'm afraid I only teach each class one time. Please do not ask what I want you to do if you are absent. The syllabus will show you what we do and what is due. If you miss class, you will not be able to make up in-class work or extra credit.

Academic Honesty

It is your responsibility to complete your own work as best you can in the time provided. 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

Special Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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 I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp

I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). 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 at <http://oaa.osu.edu/coam.html>.

When in doubt, consult me before doing anything about which you are uncertain. You should also read through the "Ten Suggestions for Preserving Academic Integrity" available at <http://oaa.osu.edu/coam/ten-suggestions.html>.

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.

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.

Master of Your Domain

This is your class. I am here to guide, encourage, facilitate and keep everyone on task. I am not, however, your high school teacher. You are not because you "have" to be, but because it is an investment in the person and professional you wish to be in the future.

You will get as much out of this class as you put into it.